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HANDBOOK
OF
IRISH TEACHING,

FOUNDED ON THE DISCOVERIES OF
M. GOUIN,

WITH A SET OF GOUIN SERIES AND A
VOCABULARY,

BY
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Dublin:
THE GAELIC LEAGUE,
24 UPPER O'CONNELL STREET.



NOTE.

The following Handbook was awarded the First Prize of £5, offered at the Oireachtas of 1902, for the best Handbook of Irish Teaching. The prize in question was subscribed by Captain de la Hoyde, of the London Gaelic League.

P R E F A C E.

THE preparation of this Handbook of teaching was begun under a feeling that such a work was much wanted, and without reference to Oireachtas requirements. That the book secured a prize at the Oireachtas was chiefly valuable as a means of getting it published and circulated. The aim of the work is not wide, being merely to supply a method of class teaching. Many questions of pedagogic value and interest, such as the frequency of classes, their proper organisation, the qualifications of teachers, etc., are not touched upon. These questions are left to practical teachers.

The work that Gaelic Leaguers have set themselves is a gigantic one, being no less than to teach a new language to a whole nation. That we shall succeed there can be, now, no question. Even with the very faulty methods of teaching that have hitherto prevailed, numerous Irish speakers and writers have been made. The need, however, for improved methods becomes every day more claimant; we cannot afford to neglect any improvement that tends to lighten our work. This little handbook is a first step on the road of improvement, and will likely be followed by many others. We will hail with joy every advance made, whether on the lines here suggested or on any other lines.

The writer has to apologise for the frequent use in the following pages of the pronoun "I." It is used for the sake of clearness in expounding the method of teaching, and also to mark his responsibility for certain developments of the Gouin method not found elsewhere.

peadar mac fionnlaoiċ.

Áč-Cliač, Dúiblinne,
18 mi meádhan-foġġor, 1902.

HANDBOOK OF IRISH TEACHING.

HAD M. Gouin achieved nothing in his long life but to discover and point out the futility of the classical or book methods of teaching languages he would have accomplished enough for one man. What years of valuable school life are wasted in our schools and colleges in an abortive attempt to teach boys and girls a language which they never acquire, but which even a single year's residence amongst people who speak the language would not fail to impart to even the dullest amongst them. Fortunately it is not now necessary to labour this point, particularly amongst Gaelic Leaguers; for the few years' experience we have had in trying to impart a knowledge of Irish from the study of books has fairly convinced us that we must try other methods or give up the attempt to bestow a working knowledge of our language upon any but a limited and select number of our people. But M. Gouin did not content himself with demolishing old idols. He discovered and enunciated many principles of teaching in respect of languages, and if he did not elaborate and complete a perfect system of teaching, he at least offered such suggestions as have made the path easy for other reformers.

Amongst the principles discovered and enunciated by Gouin the following are important:—

I. A language must be learned at first through the ear and not through the eye; that is, the teaching

must be oral. This principle is stamped with nature's approval. No mother attempts to teach a young child to speak by showing it signs and characters in a book. It is only in the case of deaf and dumb children that such a method is resorted to. In this case it is a matter of hard necessity to substitute a remaining and less appropriate sense for the sense that is missing. Yet, in teaching languages from books, pupils are placed almost on a level with the deaf and dumb, for they are expected to acquire by means of the visual organ the faculty of speech, which may be so much more easily acquired through the sense of hearing. If this principle is true in a general sense, it has special force for Gaelic Leaguers. The class of material we find in Gaelic classes is most unsuitable for student work by book methods. Many of our students have no knowledge of grammar in any language and could not, if they tried, acquire such knowledge. Many of them are beyond the age of effective student life, and cannot hope to gain proficiency in the language unless the path is made easy for them. Further, it is very necessary to bring our students into touch as soon as possible with the Irish speakers around them, and book Irish is useless for this purpose. The book lessons utterly fail the student when he is put to the practical test of conversation. Moreover, book Irish or literary Irish is generally found to present considerable differences in its words and constructions from local dialect Irish, and this interposes additional barriers between the learner of Irish and Irish speakers. The student is thus deprived of the stimulus and encouragement which he ought to

find in understanding, and being understood, so far as his vocabulary goes, by Irish speakers. Under the Gouin method the pupils ought to be instructed in the language as it is spoken in their own neighbourhood. Hence every word they learn they can speak, and are readily understood. They are able, from the first, to use what Irish they have learned to acquire more, and every Irish speaker they meet becomes a teacher to them.

II. Language must be learned by sentences and not by words.

The opposite plan followed by book students constitutes one of their chief difficulties when they put down their books and hear the language spoken in ordinary conversation. The student is unable to distinguish the separate words, and is hopelessly confused. Moreover, although he may know all the words which he desires to use, he has to think out elaborate rules for building up his sentence, and if he forgets one of these rules he falls into some dreadful solecism and gets laughed at for his pains. In the oral method the language is invariably taught by sentences, and the student has no difficulty in distinguishing the words in ordinary conversation so far as his vocabulary carries him. His power of intuition is evolved and evoked for the construction of sentences—a more reliable power than that of memory.

III. The student must be made to think in the language he is learning.

This, of course, is necessary, whatever the system of teaching pursued, for no person can make much use of a language, as a spoken tongue, until he can

think in it. With the book method of teaching two important obstacles are found to prevent the student's progress in this respect; the English printed word and the necessity for translation. At every step the mind of the student is tied down to the English word and the English idiom, which interpose themselves betwixt the idea and the Irish expression of it. In the oral method there are no such obstacles. English is used sparingly to create a correct mental attitude towards the lesson and to evoke the ideas; thereafter the action conceived in the mind of the student is connected with its proper expression in Irish. Hence, in a very short time the student can think in Irish. There is no translation, and English is only invoked to call forth the conception, the rest being done in Irish.

IV. Gouin claims that all language falls into one of two categories, one of which he calls objective language and the other subjective language.

These divisions of language are, it is claimed, psychologically distinct. The former relates to objects and experiences external to the person speaking; the latter are mainly conceptions and judgments of the mind. The ordinary experiences of life may be expressed in series of sentences, closely allied and arranged in the order of time. This arrangement falls in with the natural order of mental activities, and is accordingly a powerful aid to assimilation and memory. The sequence of thought follows the line of least resistance by a succession of well-ordered steps, the only new element being the expression of the ideas. The student is made to live his own life over again, and live it in Irish. If the student has

been brought up in Ireland he will have recalled to him in the Irish language many of the facts of life as already known to him; while if he has been brought up in the large cities of his own land or outside of Ireland he will learn many things about Ireland that will be interesting and useful to him, and he will have assimilated his information through the medium of the Irish language, which he is learning all the time.

The subjective language, that is, the language which embodies our judgments upon external objects, is dealt with in a different, but equally effective, way. It is taught as class-room conversation, having reference to the work in hand or the immediate surroundings, and acquires a hold upon the minds of pupils as effective as does the language of the Series.

The inquirer is invited to compare the ordered sequence of the sentences in the following *Series* with the disconnected and chaotic phrases found in an ordinary phrase book, and he will have little difficulty in deciding that the Gouin arrangement of the sentences is a true psychological help to the acquirement of a language.

V. Grammar is taught in a new way and without requiring the student to learn off by rote a number of technical rules before he has any conception of how these rules are to assist him.

This has, as already indicated, a special value for Gaelic League work. Many of our students are simply incapable of mastering the complexities of grammatical rules. Some of them are too young, some of them are too old, and most of them are too uneducated, to study grammar effectively. By the oral method we

can give all comers a good working knowledge of grammar without the need of studying its rules or using its technique or terminology, just as a child learns to express itself correctly without any knowledge of grammar. To advanced students the teacher will impart a knowledge of the general principles of Irish grammar, and students who wish to pursue the subject can then read the grammars for themselves.

VI. Just as the sentence is the all-important element of speech and not the isolated word, so the verb is the soul of the sentence, the element around which the idea is grouped. If the teacher should doubt this, let him select the verbs from any of the following series and repeat them to himself, and if he has already conceived the general idea of the lesson, the verbs will suggest almost the whole meaning of the sentences. No selection of nouns or other words will have the same effect. On this matter we are at issue with another well-known oral method.

VII. The Gouin lessons are the language of real life and the language of truth. No false or absurd thing is ever said, so that the mind of the student is not demoralised by fictitious, absurd and obviously false and impossible statements. The student is merely carried through one of his own experiences, or through a fact with which he is first made familiar. This is a powerful help to assimilation and memory.

Here are some further advantages of the Gouin method, and more will be noted incidentally as our lesson proceeds:—

(1) It trains the ear and the imagination from the start, and teaches a knowledge of Ireland and Irish life at the same time that the language is taught.

(2) It is easy for the pupils and not too hard upon the teacher, provided he knows the method, and has suitable text books. The learning of our native language by this method is a pleasant recreation and involves no drudgery.

(3) English is soon forgotten and left out of the question. Even when used it is only as a help to evoke an idea, which idea is not a mere translation of an English sentence. This idea when evoked is immediately associated in the student's mind with an Irish sentence.

(4) Under our oral system all can learn, the young, the old, the brilliant and the mediocre, and the rate of progress does not vary much as between students; just as children of various capacities learn to speak their mother tongue in much the same period of time.

(5) The progress made by students in a real knowledge of the language is much more rapid by the Gouin system than by the book method. I submit that it is also more rapid than by any other oral method.

(6) Reading and writing are also taught in Gouin instruction, but these follow instead of preceding the oral teaching. This is the natural order, (1) speaking, (2) reading, (3) writing.

(7) The series method may be effectively employed to teach history and other subjects in Irish. Historical series may be introduced at any stage, and the series will be none the less effectual for teaching the language while they also teach history.

(8) The method may be profitably employed in Irish-speaking districts to teach reading, spelling,

and writing, and to enlarge the vocabulary of students and teach them the grammar and construction of the language.

We claim the following advantages for the Gouin method as compared with other oral methods now in vogue:—

(1) We use English to convey our ideas in the first instance, thus proceeding from the known to the unknown. Some of the others proceed on an opposite principle and use only the language to be taught. This proceeding is too like to the method of teachers in Irish-speaking districts who do not know the language of their pupils, but require the latter to know and use Irish from the first. We are able to indicate the meanings of words before we use them, giving their application afterwards. We can also give necessary explanations at any stage, and can proceed to teach abstract ideas from the first. As soon as we can walk without our crutch, we discard it.

(2) We claim that the Series method of arranging language possesses a real scientific value in teaching not possessed by any other arrangement.

(3) We claim that the verb is the important word in the sentence, and teach it first. Other systems that rely upon objects and pictures, *i.e.*, upon nouns, cannot teach the verb first, and are at a consequent disadvantage. Our method is peculiarly suited to teach Irish, for the verb takes precedence in every Irish sentence.

(4) A teacher by the Gouin method can take a large class and teach in a hall where other lessons are proceeding. Teachers by some of the other methods cannot do so.

(5) The Gouin method is not a proprietary method, and everyone is free to teach by it.

The writer of this handbook, however, holds no brief for any method or interest, except for the most effective method of teaching Irish, and recommends that, where practicable, various oral methods be tried and that the method giving the best results in the particular circumstances shall be adhered to. Further, the intelligent teacher, having made himself proficient in one or more of these methods, should introduce such modifications as he may deem desirable. While Gouin enunciated principles, he prescribed no well-defined method of teaching. Others have done so in his name, and whether they interpret his views correctly, or whether they may have improved upon his ideas, is not for me to judge. The intelligent teacher, as he gains experience, will be able to add many valuable touches to the system.

I now proceed to give practical instructions as to the teaching of a Gouin Series, reserving any further remarks I have to make as to the principles of this method of teaching for the present.

My class being ready, I announce to them in English the title of the lesson for the evening which will describe some homely experience with which they are all familiar. Let us suppose it to be I SHUT THE DOOR, and I at once proceed to teach them the Irish for this sentence. Say the Irish word for shut is **DRUÍD**. I repeat clearly, distinctly, and loudly, two or three times **DRUÍD**, **DRUÍD**, **DRUÍD**. But if you want to say *I shut*, say **DRUÍDIM**, **DRUÍDIM**, **DRUÍDIM**, **DRUÍDIM**, **DRUÍDIM**, **DRUÍDIM**. And what do I **DRUÍDIM**? The door. Door in Irish is

ΤΟΡΑΣ. The Irish for *the* is **an**, **an**, **an**, hence ΤΟΡΑΙΩΜ **an** ΤΟΡΑΣ. (Repeat and explain until pupils know and can say the sentence). Now how do I shut the door? What are the actions involved? Attend to me!

1. I stand up.
2. I walk a step.
3. I walk another step.
4. I walk to the door.
5. I stretch out my hand.
6. I take hold of the door.
7. I shut the door.
8. I return back.
9. I sit down again.

Now the most important words in these sentences are those describing the actions, so please note separately what these are, so I will teach these first.

1. Stand up.
2. Walk.
3. Walk.
4. Walk.
5. Stretch out.
7. Take hold.
8. Return.
9. Sit down.

The word I use for stand up is **ΕΙΡΙΣ**, arise, **ΕΙΡΙΣ**, **ΕΙΡΙΣ**, **ΕΙΡΙΣ**. Who stands up or arises? I. That is expressed by saying, **ΕΙΡΙΣΙΜ**, **ΕΙΡΙΣΙΜ**, **ΕΙΡΙΣΙΜ**, **ΕΙΡΙΣΙΜ**. The Irish word for walk is **SIUBAL**, **SIUBAL**, **SIUBAL**, and I walk is **SIUBLAIM**, **SIUBLAIM**, **SIUBLAIM**, **SIUBLAIM**. The word for stretch is **SÍN**, **SÍN**, **SÍN**; but I stretch is **SÍNIM**, **SÍNIM**, **SÍNIM**,

Sínim. Out = *amach*, sínim *amach*, sínim *amach*. The word for take hold, is *beir*, to seize or grasp, *beir*, *beir*, *beir*. I take hold = *beirim*, *beirim*, *beirim*, *beirim*. I shut has been already given; you remember it : *truidim*, *truidim*, *truidim*. Return is *fill*, *fill*, *fill*; I return, *fillim*, *fillim*, *fillim*, *fillim*, *fillim*, *fillim*, *fillim*. Sit down is *súid*, sit, and *síos*, down, *súid síos*, *súid síos*, but I sit down is *súidim síos*, *súidim síos*, *súidim síos*.

Having brought my pupils successfully over the verbs, I give them a little rest, so that they may assimilate what they have just heard. Relaxation is afforded by change as much as by idleness, so I utilise the pause by introducing a few sentences of another sort, very few at a time, but these will be constantly used thereafter.

Eist liom! *Eist liom, a cailín.* *Táim aghaidh eisteact.* *Tá go maith;* *maith an cailín tú.*

These sentences I explain to the class and repeat until they can be spoken by each member. I also write them on the blackboard, and thereafter they pass into our ordinary language, so that we have already begun to teach the subjective and abstract language. I now return to the verbs and teach them over again, indicating the actions by pantomime and repeating the words. I may or may not return to the English explanations, as I judge that they are required. But I take care to repeat the words in Irish. It is one of the principles laid down by Gouin that telling is not teaching, and we rest everything on constant repetition with such gestures or emphasis

as will carry the meaning to the mind of the pupil. It will be observed that during all this time, I do not ask the pupils to say the verbs. This will come in good time, but the words must first be lodged in their ears and carried to their brains, and when that is accomplished, the tongue will wag effectively. Pronunciation! It is as easy as child's play under this system. Why, I have taken a class of raw recruits from a London suburb, to whom the sound of *r* was unknown except in a wrong situation, and in three lessons they could pronounce all the words they had been taught; startling even their teacher with the fidelity with which they reproduced his Donegal pronunciation.

Having taught the verbs a second time, I again make some remarks to the class—those already taught, with perhaps a phrase or two thrown in, as *AN TUIGEANN TÚ SIN?* *TUIGIM.* *NÍ TUIGIM.* *ABAIR ARÍS ē.* I now repeat the verbs a third time more quickly, and then I examine the class as to their pronunciation and knowledge of the meaning. This will usually call for fresh repetition on my part, and I never shrink from repetition until it is no longer required.

Having satisfied myself on this point, I proceed to teach the sentences somewhat as follows:—

“Attend to me. (This would be said in Irish after the first lesson.) You remember the lesson we are at, *ÓRÚINTIM AN TORAS*, and you remember the actions involved.

1. “*ÉIRIGIM.* Now this word expresses the whole idea, but is somewhat indefinite, and the Irish define it by the idiomatic expression. I arise *in*

my standing, that is in a standing position or state. Standing is expressed by the Irish word **SEASAM**, **SEASAM**, **SEASAM**; but in *my standing*—the Irish word for *in*, in this case is **IN**, as in English, and *my* is **MO**. This would make **IN MO SEASAM**, but by a peculiar principle, which I will explain to you later, when you are prepared for it, this **MO** has the power of modifying or altering, *aspirating*, we call it, the first letter of the following word, so that **SEASAM** becomes **SEASAM**—**IN MO SEASAM**; **EIRIGIM IN MO SEASAM**" (repeat three or four times slowly and distinctly).

2. "**SIUBLAIM**, where? how? A step. Step in Irish is **COISCÉIM**—made up of **CÉIM**, a step or degree, and **CÓP**, the foot. **COISCÉIM**, **COISCÉIM**, **COISCÉIM**. **SIUBLAIM COISCÉIM**, for we do not translate the article *a* into Irish. There is no indefinite article in Irish. If there is no article the word is indefinite. Hence **SIUBLAIM COISCÉIM** is exactly equivalent to 'I walk a step.' Look! we express in two words what requires four in English! Good! **SIUBLAIM COISCÉIM**." (Repeat).

3. "**SIUBLAIM** another step. We put the qualifying word after the noun in Irish, hence **SIUBLAIM COISCÉIM** *another*, and *another* is expressed by **EILE**, **EILE**, **EILE**. **SIUBLAIM COISCÉIM EILE**." (Repeat.)

4. "**SIUBLAIM** to the door. Now the word for *door* you have already had, **DORAS**, **AN DORAS**, and *to* is **DO**; **DO AN DORAS**. It is usual to shorten **DO AN** into one word, **DO'N**, hence, **DO'N DORAS**, **SIUBLAIM DO'N DORAS**." (Repeat.)

5. "**SÍNIM AMAC**. What do I **SÍN AMAC**? My

hand. *Hand* in Irish is **lám**, **lám**, **lám**, and **mo**, *my*: **mo lám**. **sínim aмаc mo lám**" (Repeat).

6. "beírím. We say in Irish I seize *on* the door, and the word for *on* is **ar**, **ar an doras**. **beírím ar an doras**" (Repeat.)

7. "trúidim an doras. This sentence has been taught in the title of our lesson, so you already know it." (Repeat, nevertheless, as they probably do *not* know it.)

9. "fillim back. Back, in the sense of backwards, is rendered by **araí**, **araí**, **araí**. **fillim aráis**" (Repeat.)

10. "suídim síos again. **arís** is the Irish equivalent for *again*. **arís**, **arís**, **arís**. **suídim síos arís**" (Repeat.)

CRÍOC.

I repeat the sentences slowly and distinctly, dwelling on each word and with suitable indications of the meaning. Then I turn from the exercise and have a little conversation, beginning with the sentences already known.

an tuigseann tú sín? etc., and adding others. **éistíodh liom, má sé bhrú dooil é.** **níl tú ag éisteact.** **níl an caitín sin ag éisteact.**

Then I return to the Series once more and teach it again, this time mostly in Irish, unless explanations are asked for, or I deem them necessary. Then another short break, and I rehearse the whole lesson over again, speaking with the same rapidity and with the same emphasis as if I were conversing with my class or reading for them. I now examine the pupils in their knowledge of the exercise, and as they are

unlikely at this stage to know it off accurately, I have occasion for further repetition. After this examination I consider the lesson taught, and give each member a written or printed copy to take home with him. It will be remembered that this is the first he has seen of the written words, so I instruct him to make an exact copy of the lesson in his note book, and bring back my copy on the following night. I also instruct him to rehearse the lesson at intervals before our next meeting. If I have no written or printed copies of the lessons I write them down at the time on the blackboard, and invite the students to make a copy ; but, except as a temporary measure, this is objectionable. It occupies valuable class time, which should be given to oral teaching. Frequently, too, the beginner cannot read or write the Irish letters, and is helpless in the time at his disposal for copying in class ; but if I supply a copy he can con it at his leisure, and make an exact copy. While I thus give freely the written exercises to the pupils *after* they are taught orally, I must warn teachers against allowing the pupils to read the lessons *before* they are thoroughly taught. The learners at first have no correct appreciation of the sounds of the letters in Irish, and if they attempt to pronounce the written word, they are sure to pronounce it wrongly, and this wrong pronunciation will prove a hindrance to their acquiring the right sound. Further, words of any length look formidable in a strange dress, whereas they appear simple when pronounced, so that teaching orally introduces the language to the students in the least discouraging manner.

The lesson as delivered to the pupils will appear like this:—

DRUIDIM AN TORAS.

ÉIRÍSÍM.	1. ÉIRÍSÍM in mo peapam.
SÍUBLAIM.	2. SÍUBLAIM coircéim.
SÍUBLAIM.	3. SÍUBLAIM coircéim eile.
SÍUBLAIM.	4. SÍUBLAIM do'n torpar.
SÍNIM ÁMAĆ.	5. SÍNIMI ÁMAĆ mo lám.
BEIRIM.	6. BEIRIM aip an torpar.
DRUIDIM.	7. DRUIDIM an torpar.
FÍLLIM.	8. FÍLLIM aipair.
SURÓIM SÍOS.	9. SURÓIM SÍOS aipir.

I set out the verbs separately on the left-hand side, that the pupils may more readily identify these important words.

Our lesson proper is now over, so I ask, CÁO A CLOZ É?—of course explaining the sentence and writing it on the blackboard. TÁ SÉ A LEAT I NDIAIRÓ AN NAOI. MÁISEADÓ, IS MÍCIRÓ DÚINN IMTEACHT. IS MÍCIRÓ GO DEARBHÁ. SLÁN LEAT. SLÁN LIB. GO DTÉIRÓ TÚ SLÁN, etc. These parting salutations we will use thereafter, teaching others.

This lesson would take three quarters of an hour in teaching. If it is a first lesson, an hour may be profitably occupied with it. At a subsequent stage a Series of twice the length may be taught in an hour. When a Series is long, which it should not be at first, it will be well to divide it into two or three portions, and teach each portion separately, with subjective conversation in between, but in this case the whole lesson should be included in the final rehearsal.

We have now completed our first lesson, and the second is like to the first—with some differences. Having faced my class on the occasion of their second lesson, I salute them in Irish, *ÓÍA ÓÁOIBH*, and make them reply, *ÓÍA IS MUIRE ÓUIT*. *AN ÓFUIL SIB ULLAM?* *TABAIR ULLAM.* *TABAIR-ÍSÍO AIRE ÓAMH,* *MÁISEADÓ,* etc. I explain new words and constructions very briefly, depending upon emphasis and mimicry to convey the meaning, rather than giving any lengthened analysis of these subjective phrases. I now invite several of the pupils to read the lesson of the previous night, correcting any errors of pronunciation, and taking a final opportunity of repeating two or three times the whole exercise. I also examine the students as to their oral knowledge of the lesson. While doing so, I keep up a running comment in Irish phrases, such as—*TABAIR SUAS!* *TÓS DO CÉANN AGUS PEUC ORM.* *MAIT TÚ.* *MAIT AN BUA-CAILL TÚ!* *MAIT AN CAILÍN Í!* *GO MAIT!* *GO MAIT!* *NÍ CEART!* *PEUC TEIS ÁRÍS*, etc.

We can now dismiss the first lesson finally, and take up the second lesson, teaching it as before. Again we take some simple, familiar subject, say, “I light my pipe,” and, having taught the heading, I describe the action, giving the English words:—

1. I put my hand in my pocket.
2. I take out my pipe.
3. I get tobacco.
4. I get a knife.
5. I cut the tobacco.

* * * *

6. I mix the tobacco.

7. I fill my pipe.
8. I get a box of matches.
9. I strike a match.
10. I light my pipe, and
11. I smoke.

This series being somewhat longer, I divide it into two parts, and teach each part separately, but give the whole in the final rehearsal. The Irish lesson, which I shall give the pupils, will stand as follows:—

DEARGAIM MO PIOPA.

CUIRIM.	1. CUIRIM MO LÁM IN MO PIOPA.
BEIRIM.	2. BEIRIM AMADÉ MO PIOPA.
SEIBIM.	3. SEIBIM TOBAC.
SEIBIM.	4. SEIBIM RSIAN.
GEARRAIM.	5. GEARRAIM AN TOBAC.

* * * *

SUAITIM.	6. SUAITIM AN TOBAC.
LÍONAIM.	7. LÍONAIM MO PIOPA.
SEIBIM.	8. SEIBIM BOCPA LARÓS.
BUAÍLIM.	9. BUÁILIM LARÓS.
DEARGAIM.	10. DEARGAIM MO PIOPA, AGUR
CAITIM.	11. CAITIM TOÍT.

Any grammatical difficulty must be briefly explained, and any idiom or new construction (such as that in the last sentence) must be made clear to the pupils.

I now proceed to give my first lesson in grammar, though without telling the pupils that I am doing so. Addressing one of the pupils, I say I have now told you how *I* light my pipe. I will now tell you how *you* light your pipe.

DEARGANN TÚ DO PIOPA.

1. CUIREANN TÚ DO LÁM IN DO PIOPA.
2. BEIREANN TÚ AMAC DO PIOPA.
3. SEIBEANN TÚ TOBAC.
4. SEIBEANN TÚ PIOPA.
5. GEARRANN TÚ TOBAC.
- * * * *
6. SUAITEANN TÚ AN TOBAC.
7. LÍONANN TÚ DO PIOPA.
8. SEIBEANN TÚ DOCPA LAFÓS.
9. BUALLEANN TÚ LAFÓS.
10. DEARGANN TÚ DO PIOPA, AGUR.
11. CAITÉANN TÚ TOIT.

Observe that I fall into the analytic form of the verb here, and I do so in accordance with the spoken usage with which I am familiar. A Munster man would probably teach—

1. CUIRIR DO LÁM IN DO PIOPA.
2. BEIRIR AMAC DO PIOPA,
etc.

As I make so important a change as to give the pronoun as a separate entity, I must enter into some explanation, but I do so briefly, as the students will have ample practice in the various verb forms, and cannot fail to learn them. I next proceed to tell the class how *an buachaill* so lights his pipe.

DEARGANN SEÁN A PIOPA.

1. CUIREANN RÉ A LÁM IN A PIOPA.
2. BEIREANN RÉ AMAC A PIOPA,
etc., etc.

I then describe how *sean-máire* lights her pipe.

DEARGANN MÁIRE A PIOPA.

1. CUIREANN RI A LÁM IN A PRÓCA.
2. BEIREANN RI AMAC A PIOPA,
etc., etc.

I will now proceed to describe how we all light our pipes.

DEARGAMAOID AR BPIOPAÍ.

1. CUIRIMÍO APÍ LÁMA IN APÍ BPRÓCAIB.
2. BEIRIMÍO AMAC APÍ BPIOPAÍ.
3. GEIBHMÍO TOBAC.
4. GEIBHMÍO RGIAN.
5. SEARRAMAOID AN TOBAC.

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6. SUAITIMÍO AN TOBAC.
7. LÍONAMAOID APÍ BPIOPAÍ.
8. GEIBHMÍO BOGRA LAFÓS.
9. BUAILIMÍO LAFÓSA.
10. DEARGAMAOID APÍ BPIOPAÍ, AGUR
11. CAITIMÍO TOIT.

Again, ye (addressing the pupils) light your pipes.

1. CUIREANN RI ÓBÚR LÁMA IN ÓBÚR BPRÓCAIB.
2. BEIREANN RI ÓBÚR AMAC ÓBÚR BPIOPAÍ,
etc., etc.

And, finally, they (referring to identity of parties) light their pipes.

DEARGANN NA BUAIÇAILLÍ A BPIOPAÍ.

1. CUIREANN RIAD A LÁMA IN A BPRÓCAIB.
2. BEIREANN RIAD AMAC A BPIOPAÍB,
etc., etc.

In practice, I would probably defer this grammatical instruction until I had given three or four

lessons, and I would also spread it over two or more lessons. The Series in its original form would be already in the hands of the students, and it would not be necessary to give them the variants in writing, but I would illustrate on the blackboard the new forms. It would also be necessary to explain the variations in the pronouns, with their powers of aspiration and eclipses, but I would not undertake any full or general explanation of these phenomena until my pupils had got numerous examples of them in practice. The lesson would be concluded by further subjective phrases.

In the following lesson, when the verbal changes in the various persons were understood by the class, I would teach, in connection with a new Series, the various tenses. In introducing the past tense, I would fix the time by introducing it with such a phrase as *ARÉIR*, *INDE*, *ANURRAIS*, *AN SAMRAÓ* 'S *CUAIRT* *CART*, or the like, leaving no room for doubt that the actions were past actions. For instance:—

O'L MÉ DEOC.

LA ANN.

1. *Bi* *mé* *as* *riúbal* *an* *an* *mbótar*.
2. *Bi* *tapt* *oim*.
3. *Connaitc* *mé* *teac*.
4. *Truaid* *mé* *ruar* *teir*.
5. *Cuaid* *mé* *ipteac* *ann*.

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6. *Oíarr* *mé* *deoc*.
7. *Tuig* *bean* *a'* *tigé* *deoc* *bainne* *óam*.
8. *O'l* *mé* *an* *deoc*.
9. *Oíarr* *mé* *beannacht* *Dé* *an* *na* *ba* (buaiò).

10. *D'fíll mé amach ariair.*

11. *Siuðal mé liom ariir.*

In the beginning it would be advisable to teach each lesson in the first person singular, present tense, as a starting point. Afterwards, the Series may be taught in any tense, mood, or person, getting the pupils to change it to any other. Taking the above exercise as starting in the past tense, first person singular, as above, we should teach it in the various persons of the past tense. Suppose we wish to teach the lesson in the future tense, then we say:—

1 mbáraí.

olfaír mé deoc.

1. *Béir mé as riubal ari an mbóchar.*

2. *Béir tárt oírm.*

3. *Ciúinír mé teac.*

4. *Truimír mé ruar leir.*

5. *Rácaír mé ipteac ann.*

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6. *tarrafaír mé deoc.*

7. *Beirfinír dean a' tigé deoc bainne Óam.*

8. *Olfaír mé an deoc.*

9. *tarrafaír mé beannaict Óé ari na ba.*

10. *Fíllfinír mé amach ariair.*

11. *Siuðalfaird mé liom ariir.*

Proceeding, I carry the Series through the various persons of the future. We may introduce the other moods and tenses by suitable statements or questions. How would I drink a drink? The reply to this gives the conditional mood:—

1. **Beinn ag riubal ari an mbótar.**
2. **Beathárt ari.**
3. **Ciúrfinn teac.**
4. **Óruírfinn ruar leir.**
etc., etc.

How used I drink a drink ? (last year).

1. **Binn ag riubal ari an mbótar.**
2. **Biaðt ari.**
3. **Ciúinn teac.**
4. **Óruíinn ruar leir.**
etc.

How does Patrick say I drink a drink ?

Adeir sé :—

1. **Seo mbíom ag riubal ari an mbótar.**
2. **Seo mbí tapt ari.**
3. **Seo bfeicim teac.**
4. **Seo nÓruíom ruar leir.**
etc., etc.

Thus would I introduce every mode and manner of expression without burthening my pupils with a single technical rule or term. I would not hold them at one exercise whilst teaching all the various forms. On the contrary, I would teach a fresh exercise each meeting, adding a few changes of form each time, and I would eventually teach Series not in the first person singular only, but in the various persons or moods. I do not propose to follow closely the developement of the system through each lesson. This will necessarily vary both in form and in speed according to circumstances. The intelligent teacher, if he has grasped the principles here set out, will be the best judge of many details of teaching, while

intelligent students will suggest by their questions what is obscure to them, and what ought therefore to be taught. I will suppose twenty or thirty lessons to have been taught, and will briefly examine what the class lesson is like at that stage. Assume that the lesson is to last an hour and a-half. The first ten minutes should be devoted to conversation in which the pupils should freely join. They will have acquired a considerable number of subjective phrases which they will be able to use quite freely as far as they go, and will also make an attempt to use some of the language learned in the Series. After the usual preliminary salutations, the teacher by a judicious remark, may turn the conversation to anything that presents itself. The weather is an unfailing source of talk in English, and may also be utilised in Irish. Of course this subject may be taught as a Series or number of Series, but it may be also referred to subjectively and in practically the same language. Suppose we take the Series.

BÍ AN ORÓCÉ ARÉIR FLIUC.

1. D'EIRISG AN ORÓCÉ RUAP.
2. TÁINISG RÉAMHAIL ÁR AN NGÉALÍASG.
3. TÓISISG RÉ AS CUP FEAPTAINE.
4. TUIRLING AN FEAPTAÍN GO TROM.
5. BÍ SRUTÁNNA ÁR AN RRÁÍO.
6. D'EIRISG TUILE RAN ABAINN, AGUR.
7. RINNEADÓ DOCAF MÓR DO'N BÁRR.

The subjective references to this subject would take some such turn as this:—

“DIA DÍUT, A SEAGÁIN. NÁC BHEAGS AN ORÓCÉ I REO? BHEAGS, BUIRDEACAR LE DIA. BÍ RÉ AN-FLIUC

ग्रेर. ऊ, गो देर्भता. ऊ फ्रांत मोर लेर, अगुर वि
रे अन-दोर्चा. IS फिं दुट रिं. चां न्फेर्चेआ दो
र्फोन फोर्मत नुअर आ टोरिं रे अ एर. शेर. ऊस
अमुिे अन. चुर्लिं अन फेर्चान कों ट्रोम रिं गो
नाइ फ्रुतान्ना अप अन फ्रांदो. टां अन चांत अगत. ऊ
तुले फान अबान्न, अगुर रिन्हेआ दोर्च मोर दोन
दार्प.

I do not recommend this class of sentences as subjective language in class teaching, but for the conversations before and after class work proper.

Following the ten minutes' conversation, the pupils will read their exercises of the previous night, and may profitably be asked to give the same exercise in a different mood, tense, or person. Next, the new exercise is taught. It will now be found that several of the words, particularly the verbs, are already known, and need not be formally taught, and this will, of course, have the effect of saving time in teaching. On the other hand the Series may be lengthened to fifteen or twenty sentences. Subjective phrases by the teacher, and class-room conversation amongst the pupils must be kept up at each interval, as already indicated. In examining students as to their knowledge of the lesson after it is taught, I recommend the following plan which will tend to increase the vocabulary of the students, and also to bring home to them more fully the meaning and construction of the sentences. Suppose I am after teaching the exercise—

चुर अन कॅलिं सिस टेमे.

1. देरिं अन कॅलिं अप मार्दिं.
2. रुज फि इर्तेआ वाचोग मोना.

3. CÚIR rí an Spíosrac ar teattaoibh.
4. CÚIR rí ríor cùl móra ar an teallac.
5. SÍLEAS rí na hainbheoigea rúar leir an móin.

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6. CÚIR rí ríomh gciúinairfe in a mearrs.
7. CÚIR rí tuilleadh móra taistí timciorra oppra.
8. SÉID rí an teine leir na builge (builgeibh).
9. CÚIR rí amach an luaitheasadh, agusur
10. SÍUAILÍ rí an teac.

I take the first part of the first sentence, *O' eirig an caillín*. When? Pupil answers: Ar maidin. Now give me some variants.

1. *O' eirig an caillín*—ar maidin.

—cráinnóna.
—Óra Domhnaigh.
—ra craoisal.
—in áitde,
etc.

2. *Rúis rí i ríteacá—bacóig móra*.

—cliaibh móra.
—cliaibh phréataí.
—gár cabairte.
—an leanbh,
etc.

3. *Cúir rí—an Spíosrac ar teattaoibh.*

—an Spíosrac ar.
—an Spíosrac le céile.
—an poll-deatagach tímé teine.
—an teac amuigh,
etc.

And so with the other sentences. Next taking the latter part of the sentence, I invite the pupils to predicate various things of it:—

D'EIRIS an cailín—ápi maidin.

D'EIRIS an buachaill—

D'EIRIS mé go moé—

RINNE mé mo éuropóinn—

DUBAIRT mé mo éuropóinn—
etc.

RUG an cailín iptimeac—bacós móra.

RUG míre iptimeac—

D'IAARR mé ápi an cailín tathairt iptimeac—

A SEAŞÁIN BEIR isteac—

TEASTUIGEANN uaim—
etc.

1. **CUIR** ri—an ghríorac ápi leatáaoibh.

TÓS ri—

D'IONCÚR seaşan—

connacíc bean a' tigé.

MOTUIG siğle,

etc.

In teaching at this stage, almost the whole of the class instruction may be in Irish. Henceforth even the incidental remarks of the teacher will go to increase the pupils knowledge of the language, and this language being real, will help to fix persons, tenses and moods in their minds.

Ten minutes ought to be devoted to conversation at the close of the lesson, and this conversation should be closed naturally by references to the lateness of the hour, the need for breaking up, and the usual parting salutations.

SUMMARY OF THE METHOD OF TEACHING.

1. Announce and teach the title of the series.
2. Create a mental picture of the incident to be taught by a brief description of the circumstances.
3. Give the sentences in English.
4. Repeat the verbs in English.
5. Teach the verbs in Irish with a few brief illustrations of their use.
6. Conversation.
7. Teach the verbs again in Irish.
8. Conversation.
9. Teach the verbs again in Irish.
10. Examine pupils on verbs.
11. Teach sentences.
12. Conversation.
13. Teach sentences again.
14. Conversation.
15. Repeat sentences in Irish.
16. Examine pupils in sentences.
17. Deliver copy of lesson to pupil.

This is the order of teaching a simple lesson without extras. The method of dealing with the latter I need not summarise.

Mental Visualisation.

The subject of mental pictures or visualisation should, perhaps, have been dealt with sooner, but *in Íriáid a céile deantaí na cairpleáin*, and the teacher may read these remarks in connection with the foregoing instructions. The aim of the series is to make

the student live over again, in a new language, his past experiences. This is assisted by recalling to his mind the facts, and this must be done in the language he knows, in other words in English, until he knows Irish. There is the further case of teaching Series which the pupil has never experienced. Children, for instance, have a limited experience only, and they must be helped to a correct mental picture of the actions which are about to be associated with the Irish words. The same will apply to grown people in regard to many Series. Suppose I am about to teach the Series *Cuir an caitlin ríor teíne* to a class of young people in Dublin or Belfast, in London or Glasgow. Their experience of making a fire is very different from that which I am about to describe. I must, therefore, create the mental picture that I require by describing the facts, and I do so after this manner:—

“Imagine a thatched cottage on an Irish hillside. It is the early morning, and the *caitlin* (servant girl) has just got out of bed. She goes to the peat stack, which is built near the house, selects a number of dry turf sods, puts them across her arm and carries them into the house. She goes to the flat hearth in the kitchen where the live coals of the previous day’s fire are buried in the ashes to keep them alive, and with a sod of turf she puts them on one side. She then places a double row of sods of turf against the wall or hob, picks out the live embers and builds them up against the turf, putting a piece of fir (from the bog, but dried) in with the coals, and places more sods of turf round this core. She then blows the fire with the kitchen bellows until it is well kindled.

She moistens and removes the ashes and sweeps the hearth and the kitchen floor."

These explanations should be as short and crisp as is compatible with the object in view, viz. :—to create a clear mental picture in the minds of the pupils of the actions to be described in the Irish lesson.

Grammar.

The teacher who follows the foregoing instructions will, in the course of twenty or thirty lessons, have taught a considerable amount of the most essential and practical parts of grammar. He will have taught his pupils to *say things*, and to say correctly, what they want to say. That I take to be the chief aim of grammar. As he proceeds, however, he will find it advantageous to systematise the pupils' knowledge of grammar. He will point out to them the difference in certain of the terminations of two classes of verbs, so that they will be able, even in the case of a verb taught to them for the first time, to give the correct future or conditional. The pupil will have observed at an early stage the curious phenomena of aspiration and eclipses, and the teacher will be forced, from time to time, to refer to these phenomena and give some explanation. After he has allowed the pupils to become familiar with them in practice he should at some stage, in a half hour's instruction, intimate briefly how, say, aspiration grew in the language and the laws that govern it. The same with reference to eclipses. He need not attempt to lay down the whole of the rules at once, but should revert to the subject as instances occur in the lessons.

In regard to nouns the distinction of gender will be early noticed because of the difference in the masculine and feminine pronouns. The teacher will deal with it as he does with aspiration and eclipses. Let him not attempt to generalise too early, but let the pupils realise the distinction intuitively until their curiosity is aroused and they have had numerous examples. He may then, in half an hour's discourse, point out that while the genders follow the distinctions of sex where that is clearly known, there is no neuter gender in Irish, and hence all neutral words must be classed into one or other of the two established genders. He will further explain that this is done, not in accordance with the meanings of the words, but in accordance with their written form, a purely artificial and somewhat unimportant division which he need not too much regard. The cases of nouns will be similarly dealt with and the general rules under which nouns are declined gradually elucidated. The pupils may be told that the changes in nouns are by no means as essential to the learner as the changes in verbs, and that to make a mistake in regard to the correct form of a noun-ending seldom alters the meaning of an expression, but that practice will gradually bring a knowledge of the correct forms. I need not pursue the subject of teaching grammar further here, but when the teacher considers it safe he should recommend his pupils to procure a handy grammar—Craig's or the Christian Brothers'—and read the rules and regulations for themselves. If he has doubts as to whether the proper time has arrived to so recommend them, he should defer the matter

further, as his pupils lose little by not reading grammar.

Etymology.

It will be helpful to point out briefly the etymology of words. If we take the word **BOÍTEAC**, a byre, it will, as pronounced, strike the pupils as a strange word; but if it is mentioned that **boíteac** is made up of the two words **bo** (a cow) and **teac** (a house), and means cowhouse, the pupils, probably already knowing the simpler words, will immediately recognize and assimilate the compound word. But this explanation should be given briefly and without waste of time. The class hours are too precious to be spent in tracing out doubtful or obscure etymologies. I may mention here that much use may be made of those Anglo-Irishisms which are commonly known. When we have occasion to teach the phrase **MÁIT GO LEÓR**, for instance, we can tell the learners that that is the phrase known to them as *magalore*.

Reading.

Reading is being taught from the first lesson. The lessons may be supplemented, when the pupils are deemed fit, by any printed matter, but pupils should not be encouraged to read ordinary matter until they have a fair knowledge of the language, so that they can pronounce a word at sight. If pupils are required or allowed to get off matter by rote, such as prayers, proverbs, poems, songs, and the like—and this is an admirable way of adding to their knowledge of spoken Irish—the teacher should not put a printed or written copy of

the words into their hands in the first instance. He should take the printed copy himself and read or recite it aloud in measured sentences, as a teacher instructs infants; the pupils repeating the words in sing-song fashion after him. When he has repeated the piece with sufficient frequency to fix the sounds correctly in the ears of his pupils, he can then place the printed copy in their hands and let them learn it off, but he should revise their pronunciation until it is perfect. He need not, at first, stop to explain or analyse the matter of the piece.

Writing.

Like reading, writing is taught from the earliest stage. No better exercise can be found for writing than to copy the written lesson, which lesson should be written carefully and neatly. There is no objection to pupils at any stage procuring and using headline copy books.

Spelling.

A knowledge of spelling is obtained from the exercises supplied. Spelling is best learned from the written word and not by the ear. Irish spelling is so simple and scientific that it will be rapidly learned. The teacher may assist by pointing out certain general principles, but this should not be done too soon. He will point out the division of the vowels into broad and slender and their influence on the sounds of the consonants, and enunciate the principle *cáot te cáot, etc.* He can also point out that certain puzzling combinations such as *uṣaō* represent a simple sound and represent that sound invariably.

When a class is fairly advanced, their knowledge of spelling may be tested by reading out the lesson to them instead of supplying the written copy and requiring them to write down the exercise. The teacher can then give each pupil the usual copy of the lesson so that he can compare it with his own; or the pupils' copies may be passed to other pupils to correct, at the same time supplying each with a correct standard copy. By these means I think it will be found that students will be able to spell Irish correctly as soon as they are able to speak and write it.

The Series.

The limited number of Series given in this handbook are intended as specimens, and do not in any case exhaust the subject. A scientific set of Series would exhaust the whole of the objective language. A single department of life would be taken and described in general terms. Then sub-Series going into details would be given. These might be split up into others until the whole subject would be exhausted. Suppose we had a leading Series on The Farmer. It would describe in about twenty sentences a farmer's occupations. In ten or twenty new Series each occupation would be dealt with and described, and if this did not exhaust the subject a more minute set of Series might be given under each sub-Series. We would then have exhausted all the objective language that is found connected with farming operations. It is obvious that so full a treatment of the subject could not be attempted in a small handbook such as is here aimed at. It will

be easy, if the method is approved of, to issue fresh and well arranged Series in cheap booklets to supplement those given here. In the meantime teachers are relied upon to furnish their own Series. They should be as true to life as possible; true to Irish life; and should not offend against the probabilities, nor should they ever depart from the order of time. The system depends to some extent on the reality and truth of the language used.

It will be observed that the language of my Series has a Northern flavour. It is with the Northern variety of the spoken language alone that I am familiar, and I act in consonance with the principles here taught in using that variety. Munster or Connacht teachers need not follow the language of these Series, but, using these as models—in regard to arrangement—they ought to use their own language, such as it is commonly spoken in the neighbourhood. Many of the Series are not my own, but were taken down from the lips of good Irish speakers.

It has been said that the language should be real, true, and local. So also should be the treatment of the subject. Take, for instance, the exercise on cutting turf. Though absolutely true to life in regard to cutting turf in Donegal, it would not, probably, properly describe the work of cutting turf in various parts of Ireland. The teacher who does not make his own Series should take care that the Series which he teaches is correct and true to life.

Subjective Phrases.

We give a small selection of phrases of this type, but suggest that such phrases should be formed by the teacher as required. If he is short of materials, Doyle's *TEABHAR CANTE* and other sources may be drawn upon. The phrases should be pertinent to the subject in hand, and elaborate explanations of them need not be given, the teacher relying mainly on gestures, emphasis, and expression to convey the meaning. For instance, the phrase *na bac teip* would be difficult to explain in English, but the use of the phrase with appropriate expression on a few occasions, will make the meaning clear. The pupils should be encouraged to use these phrases as much as possible. It is to be remembered that the Series is the principal lesson, and, in teaching, it should not be displaced by devoting too much time to subjective phrases. The latter should be used as a help and an adjunct, not as a substitute. The Series are the meat, the subjective phrases the condiment. It has been already indicated how the subjective language may have an innings of its own at the beginning and end of the lesson ; this will be better than over-loading the lesson proper with this class of language. The pupils are not supplied with written copies of the subjective phrases ; the teacher should, therefore, take frequent opportunities of writing these phrases on the blackboard, always *after* they are introduced orally, so that the students may recognise them by the eye, as well as by the ear.

In Irish-Speaking Districts.

At first sight it may seem that an oral method is useless in regard to Irish speakers. It appears to me, however, that writing, reading, and spelling may be more quickly taught to Irish speakers by following the Series' method than by taking up ordinary books. Of course, the merely oral teaching may be much curtailed, but the sentences may be analysed, and their construction explained. It will be found that even good Irish speakers are deficient in vocabulary when tested by the very searching Series' method, and it is an excellent means of remedying this defect. The printed copy of each lesson, supplied after the lesson is properly explained, is the very best copy that could be set for writing, spelling, and reading.

Teaching Children.

The oral method is so obviously suited for the teaching of children that we anticipate all National teachers and others having to teach Irish to children will immediately avail themselves of it as soon as they understand the method. It seems nothing less than cruelty to set young children to wrestle with a strange language from books. By the method sketched above, the learning of a language becomes a mere pastime for them, supplying many of the elements of a game. In dealing with children the teacher should be sparing in his explanations, and rely upon repetition and mimicry. The Series also should be framed to suit the age and experience of the children. For instance:—

TUS NÓRA BAINNE DO'N CÁT ARÉIR.

1. ÚLIS NÓRA NA BA.
2. TUS RI AN BAINNE ÍRTEAD 'UN TIGE.
3. LION RI CUPÁN LEIR AN BAINNE.
4. O'FÁS RI AN CUPÁN AP AN UPLÁP.
5. SGAINC RI AP AN CÁT.
6. TÁINÍS AN CÁT, AGUR
7. O'OL RÉ AN BAINNE.

The subjective language should also be taught continuously. In some schools the whole of the orders and directions, including expressions of praise or blame, are given in Irish. This is excellent, and consumes no extra time. It is as easy saying to children, *SEASAIM SUAS, SUÍDE SÍOS, SÍN A' DÓIS, TÁ AN CEART AGAT*, etc., as it is to say the corresponding English phrases, and, after a few repetitions, they are as well understood. It is to be noted that children at school have a great advantage over Gaelic League students, because they can be taught a little Irish daily. The non-frequency of classes is the great drawback to Gaelic League teaching. Besides being too few as a whole, there is too long an interval between them. Ten minutes daily is much more effectual than an hour once a week. So the school-children will be found to make rapid progress if taught in the way suggested.

Children have a capacity for getting off matter by rote that few grown people retain. This should be taken advantage of, and prayers, songs, poems, proverbs, and witty sayings should be taught to children by the usual sing-song method.

I suggest a special case, in which the Gouin

method may be turned to account in teaching children. Many Gaelic Leaguers are bringing up children in surroundings in which it is not easy to make them Irish speakers. Now, suppose either of the parents is an Irish speaker, and gives the children a half-hour's lesson daily for six months, using at the same time Irish phrases to them during the day, the children will, at the end of that period, know as much Irish as will entitle them to be classed as Irish speakers thereafter.

The Use of the System by Students.

Learners who understand the method may use it effectually to increase their knowledge of the language. They have but to find an Irish speaker—and, fortunately, the Irish speaker is becoming easy to find—and get their Series from him or her with a selection of subjective phrases. Suppose our learner visits the "forge" or smithy of a blacksmith who speaks Irish he may ask the blacksmith to tell him in Irish how he blows his bellows, how he makes a nail, how he shoes a horse; he can get the Series of the bellows, the nail, or the horseshoe, with all the verbs involved and all the technical terms. His blacksmith can also give him various other Series, not necessarily connected with his own trade. By suitable questions our learner may get the Series cast in any mood, tense or person he requires. He may also obtain subjective phrases by asking questions, by making remarks, and by "drawing out" his man in Irish conversation. He will have some trouble at first in getting his Series in the form required, as the Irish speaker, not knowing what

is required, will start off in many directions. In taking down Series in Donegal I found great difficulty in getting them in the first person singular, which seems to be little used; while the speakers generally dropped into the conditional mood if allowed to do so. A friend of mine suggests it is because they have not developed the Ego so much as more pushing races.

Even people who know Irish well may profit much by getting and noting down Series from native speakers. It is a wholesale way of capturing uncatalogued words. It is like fishing with a net for them instead of using the rod and line. We may get technical terms from the very people most likely to know them, from people who have to know them. By getting the Series connected with any trade or calling from an Irish speaker connected with that trade or calling we cannot fail to obtain every Irish word known in the trade.



I.—EIRIGIM AR MARDIN.

1. MUSSGLAIM API MARDIN.
2. FOSGLAIM MO FÁILTE.
3. EIRIGIM IN MO FUIRDE.
4. CUIRIM OÍRM MO CUIR ÉADAIS.
5. NIJSIM MO LÁMHA AGUR M'AGAID.
6. CIARAIM MO CÉANN.

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7. DEARCAIM' RA' FGÁETÁN.
8. TUIRLINGIM NA RTARÓIFI.
9. SIUBLAIM ISTEAC 'RA' PÁPLÚP.
10. SUIRÓIM SÍOS AG AN GCLÁP.
11. CAITÍM MO CÉUDÓPHIOINN.
12. CUIRIM ORM MO HATA.
13. FÁGAIM AN TEACÉ.
14. BUAILIM RIOR AN TRÍLIARD.
15. GABAIM I GCIOMHN OIBHE.

II.—SIUBLAIM SÍOS AN BÓTAR.

1. CUIRIM ORM MO BÁIRRIEU.
2. SEIBIM MO BATA.
3. FOSGLAIM AN DOIRÍ.
4. GABAIM AMAC API AN DOIRÍ.
5. DEARCAIM API AN RPÉIR.

* * * *

6. DEARCAIM RIOR AGUR RIOR.

7. Cíím go bhfuil an aimsireap go mairt.
8. Agur Siubhlaím ríor an bótáir.

III.—DEARGAÍM MO PIOPA.

1. Cuirim mo láim in mo piopa.
2. Beirim amach mo piopa.
3. Géibim tobac.
4. Géibim rígan.
5. Gearraim an tobac.

* * * *

6. Suaitim an tobac.
7. Líonaim mo piopa.
8. Géibim docha lafóig.
9. Buailim lafóig.
10. Deargaim mo piopa, agur.
11. Cailím toit.

IV.—GLANANN NÓRA AN TEAC.

1. N-DIAIR Ó AM-BHÉACFARPA :—

1. Cuiríseann Nóra na leaptáca.
2. Glanann rí amach na peompaí leaptáca.
3. Sguabann rí na hupláip.

4. ní g-eann rí na roinntíse.
5. ní g-eann rí aiflápi na círteanaisge.

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6. g-lanann rí na fuinneogá.
7. cuireann rí an t-púrtáin tigé i n-óirtheasád.
8. beireann rí isteac é uifse.
9. cuireann rí móin aif an teinid.
10. socruigéann rí a rtól coif na teinead.

agur,

11. suróeann rí síos a' gníomh.

V.—ÓLAIM MO CHÚD BROCHÁIN.

1. g-ní m-airé bhochán jéirí daomh.
2. cuireann rí amach i mbóla é.
3. cuirim riúcta agur im agur bainne ann.
4. measgáim tré n-a céile é.
5. beirim liom é coif na teinead.
6. ólaim bolgáin de'n bhochán.
7. taitnígéann ré go maic líom.
8. ólaim mo fáid te.
9. fágáim an fuisgeac in mo óiliad.
10. Cuirim an bóla aif aif aif an gcláir.

VI.—CUIREANN MEAÐBA SÍOS PRÉATAÍ PÁ
COINNE NA DÍNNÉIRE.

1. BUAINNEANN MEAÐBA PRÉATAÍ NUARDA.
2. TOMCUIREANN RÍ 'NA' BAILE IAD I GCOLIABH.
3. LÍONANN RÍ AMAC I DTOBÁN IAD.
4. CUIREANN RÍ MÍRSE 'RA' TOBÁN.
5. MÍGEANN RÍ NA PRÉATAÍ.

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6. CUIREANN RÍ SÍOS POTA MÍRSE, AGUR.
7. NUAIPI SHUILÉAS AN T-MÍRSE.
8. TÓGANN RÍ NA PRÉATAÍ IN A LÁMAIBH, AGUR.
9. CAITÉANN RÍ ISTEAC 'RA' POTA IAD.
10. PÁGANN RÍ AG SHUIL IAD GO CIÓNNA LEATHUAIPE.

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11. NUAIPI ATÁ NA PRÉATAÍ BRIUICTTE,
12. TÓGANN MEAÐBA AN POTA.
13. TAOMANN RÍ AN T-MÍRSE DE NA PRÉATAÍB.
14. LÍONANN RÍ NA PRÉATAÍ AMAC ARI LOFADTO.
15. PÁGANN RÍ AN LOFADTO ARI AN CLÁPÍ PÁ COINNE
NA DÍNNÉIRE.

VII.—ÓLAIM MO CÚID TAE.

1. TIGIM 'NA' BAILE TIRACHNÓNA.
2. BUAINNIM DÍOM MO HATA AGUR MO CÓTA MÓR.
3. SUÍDÍM SÍOS COIR NA TEINEADÓ.
4. LEIGIM MO RÍSIRTE.

5. **SUÍÓIM ISTEAC** éuis an cláir.
6. **LÍONANN MÁIRE** amach cupán tae dath.

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7. **CUIRIM** riúcta agur uacdar 'ra' tae.
8. **SHNÍM** ceapairle o'arán agur o'im.
9. **CUIRIM** milreán aip.
10. **ITIM** an ceapairle.
11. **ÓLAIM** an tae.
12. **SEIBIM** ceapairle eile.
13. **SEIBIM** cupán eile tae.

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14. **CAITIM** an bheirt aca.
15. **ITIM** mo fáit.
16. **NUAIR ATÁ** go leor itte agam,
17. **TUGAIM** altuighao do Dia.
18. **TIONNTUÍSÍM** tapt éuis an teinid,
19. **AGUR TÁIM** go rárta.

VIII.—RINN GRÁINNE AN BROCAÍN. ARÉIR.

1. **CUIR** Gráinne ríor pota (= copcán, coipé) uirge.
2. **NUAIR** Óí an t-uirge ag suil
3. **NUAIR** sí miar mine.
4. **TÓS** rí cláir an pota.
5. **TÓS** rí cráis mine.

6. **LEIS** ri do'n min rioltach t'riod a meupra iptimeac
'ra' pota.

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7. **MEASS** ri an min t'riod an uirge le mairde.
8. **CUIR** ri iptimeac cráis eile agur cráis eile.
9. **MEASS** ri ariph é.
10. **LEIS** ri do' gusil.
11. **Nuaip** b'í an bprocán bpuicte
12. **TÓS** ri an pota, agur
13. **LÍON** ri an bprocán amac ari mneir.
14. **LEIS** ri do' fuaoraó.
15. **CUIR** ri an miasp ari an gcláir.
16. **SUIÓ** na pip tapt fán gcláir.
17. **TUG** Sraíinne bainne doibh (doibh), agur
18. **D'IT** riad a ruipéar (=réipe).

IX.—AG IMIRT CÁRTAÍ.

1. **BÍ** ceatrap agaínn ann.
2. **FUARAMAR** fuimeann cártá.
3. **SUIDEAMAR** riord ag cláir.
4. **LASAÓ** coinneál d'úinn.
5. **CUIREAMAR** amac ari gcuird ariphid.
6. **TOISÍGEAMAR** ag imirt.

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'Sé rin le páó :—

7. **RANN** Domhnaill na cártá.
8. **D'IMIR** mire an t-aon òe mád.

9. CÁR BUAIL éinneadh é,
10. Agur fuair mé an cluitce.
11. TÍOL an tréimhí pişinn a' feair dám.
12. T'IMREAMAR cluitce eile.
13. SUÍDEAMAR i gclionn na scártáí go dtí 'n
deic a élos.

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14. Bí oícth bprígné deug buainte agam-ra an uair
rín.
15. T'FÁGAMAR na cártaí i dtairgíodh,
16. Agur T'IMCHÉAMAR linn 'na' baile.

X.—RÁCÁID MÉ 'DO LINÍSÉ.

1. TÁ codlaó ag teacht oírmh, agur marí rín de
2. RÁCÁID MÉ 'DO LINÍSÉ; 'ré rín le pádó:—
3. buainfrió mé viom mo bhróga.
4. DÉARFRIÓ mé mo ciurí uifnaiscte.
5. LASFRIÓ mé mo coinneal.

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6. RÁCÁID MÉ 'UN MO FÉOMHÁ LEAPTA.
7. buainfrió mé viom mo cóna.
8. ní gfríó mé mo lárna.
9. GÉOBLAID MÉ TUBHÁILLE,
10. TRIOMÓCÁID MÉ MO LÁRNA.
11. buainfrió mé viom mo ciurí éadair.

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12. CIURFRIÓ MÉ OÍRMH MO LÉINE LEAPTA.

13. **RAČAΙÓ** mé iptimeac 'ra' leabhairó.
14. **LUIṄFRIÓ** mé riор inр an leabhairó.
15. **TARRAINGEOČAΙÓ** mé an t-éadach leapta
tarpm.
16. **SÍNPFIÓ** mé mé féin go pártá.
17. **ASUR RAČAΙÓ** mé do cointád.

XI.—DEIRIM UIRNAGHTÉ NA MARIONE.

1. Nuair EIRIGSIM aр marion,
2. DEIRIM mo chuid uirnaghté, 'ré rin le pád :—
3. feacaim mo glúna.
4. COISREACAIM mé féin.
5. DEIRIM an páidip.
6. DEIRIM a' t-áthe Máiria.
7. DEIRIM gníomh Chreidim.

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8. OFFRÁILIM mé féin, asur mo chuid gníomh do Óia.
9. TARRAIM cabair Dé.
10. DEIRIM páidip asur Áthe Máiria aр anamnaib
na marb.
11. GURDIM spártá Dé pá coinne mo capad asur
mo òaoine muinteapda.
12. COISREACAIM mé féin aрír.
13. CRÍOCNUIGSIM mo uirnaghté.
14. EIRIGSIM in mo feapam aрír.

XII.—URNAISGE AN TIGSEARNA.

1. Ar n-áctair ATÁ ar neamh,
2. SO NAOMHTAR D'AINM;
3. SO DTIGSIÓ DO RIOSGAET;
4. SO NDÉANTAR DO TOSL AR AN TALAMH
5. MAR SNICTEAR AR NEAMH.

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6. Ar n-apáin LAETEAMAIL TÁBÁIR DÚINN INDIÚ,
7. AGUR MAITÍ DÚINN AR BPIACÁ, MAR
8. MAITÍMÍO D'AR BPIEICÉAMNAIB PÉIN;
9. AGUR NA LÉIS RÍNH I GCAITUÍSÁU,
10. AET SAOR RÍNH Ó BIC. AMÉN.

XIII.—FÁILTE AN AINGIL.

1. DIA DO BÉATA, A MUÍRE, ATÁ LÁN DO SMIÁRTA;
2. TÁ 'N TIGSEAPNA LEAT (NÓ MAILLE LEAT);
3. IS BEANNUISTE TÚ TAP NA MNÁIBH, AGUR
4. IS BEANNUISTE TOPLAÐ DO BPIONN, ÍORA.

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5. A NAOIMH MUÍRE, A MÁCTAIR DÉ,
6. SUIÓ OGRAINNE, NA PEACASÍS, ANOIR AGUR AR UAIR
AR MBÁIR. AMÉN.

XIV.—TÉRÓMÍS 'UN AIPRINN.

1. DIA DOMNAIS REO CUGANN.
2. ÉIRÍGMÍS GO LUAC (NÓ GO MOÉ).
3. SIUBLAMAOIS GO OTÍ AN TRAEN.
4. FÁSAMAOIS CLOÍCEADA (TICÉADA).
5. TÉRÓMÍS GO LEITRÍOÉANNAIN.

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6. FÁSAMAOIS AN TRAEN.
7. SIUBLAMAOIS RUAR AN TRÍRÁD.
8. GO SROIĆIMÍO AN T-ÁRTO-TEAMPAILL.
9. TÉRÓMÍS ÍRTEAC ANN.
10. CROĆAMAOIS AP HATAÍ I NÁIRDOE.

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11. PEACAMAOIS AP NGLUNA.
12. COISREACAMAOIS RÍNN FÉIN.
13. ABRAMAOIS AP SCÚID UJMHAISÉ.
14. ÉISTIMÍS AN T-AIRRIEANN.
15. ÉISTIMÍS AN TREPANNÓIR.
16. ABRAMAOIS NA HUJMHAISÉ BEAGA.
17. TIGIMÍS AMAC APÍRT, AGOR
18. FILIMÍS 'NA' ÓAILE.

XV.—MAR RAĆAINT 'UN AIPRINN DIA
DOMNAIS.

1. D'EIREOĆAINT AP MARTIN, AGOR
2. CÚIRFÍNN RÍOR TEIME, AGOR
3. SGUABFÁINT AN TEAC.

4. ÓRUIUTFÍNNN DÓRNÁN PRÉATAÍ.
5. DÉANFÁINN IAD A FIOLTAÓ NÓ A TLAOMAÓ.
6. CUIRFINN RÍOR AN COINNE FÁ COINNE BRIAN TAE A DÉANNAÓ.

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7. SEOBÁINN AN POTA-TAE AGUR CUIRFINN MÍRSE TE ANN.
8. CUIRFINN CÚPLA PRONÓS TAE PRTEACÁ AGUR SO LEÓR MÍRSE.
9. CUIRFINN AN TAE AMAC I MBÓLAIÓ, AGUR
10. CUIRFINN RÍÚCRA AGUR UAÉDAIR AIR.
11. TUIUBRÁINN (= BÉARRFÁINN) LIOM ARIÁN, AGUR
12. SEARRFÁINN E LE RSIAN.
13. SEOBÁINN SIOTA IME AGUR
14. O'FUÍSFÍNNN RAOIBHTE (= RÚCA) E.

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15. CÍORFÁINN MO CÉANN, AGUR
16. NIŞFINN M' AGAIÓ.
17. CUIRFINN OÍRM MO CUIRO BRIÓS DOMNAIS.
18. CUIRFINN OÍRM MO CUIRO ÉADAIS, AGUR
19. RACÁINN 'UN AIRPHINN.
20. SUIUBRÍNN ÓR COINNE NA HALTÓRA, AGUR
21. DÉARRFÁINN MO CUIRO UIMHAISCTE.

XVI.—NIŞIM AN LEANÓ BEAS.

1. LÍONAIM RÓITEACÁ LE BOG-MÍRSE.
2. FÁGAIM AN RÓITEACÁ RÍOR ARI AN UPLÁR.

3. FÁSAIM gallúnaċ aġur ēaċċaċ.
4. VEIRIM ap an leanb.
5. SUROLIM ap ēaċċaċ iżiż leip an leanb.
6. SÍNIM an leanb ap mo għlūn.

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7. SÁITIM an leanb beaġ iż-żejt 'r-pan u r-żieġ.
8. TÓSAIM u r-żieġ in mo l-ām aġur fluuċ-ċaim an leanb go t-éiġi.
9. CUIMILIM an leanb le gallúnaċ.
10. MIGIM an gallúnaċ ve'n leanb.
11. TUMAIM an leanb beaġ 'r-pan u r-żieġ ap-ix.

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12. TÓSAIM an leanb ap an u r-żieġ.
13. CROITEANNI re a ċeann aġur a l-āma.
14. RITEANNI an t-żieġ ve.
15. TÓSAIM an t-ēaċċaċ aġur CUIMILIM an leanb leip.
16. TRIOMUIGIM an leanb go t-éiġi.
17. TĀ an leanb għan, niġte, aġur tippi.
18. PÓSAIM mo leanb bān.

XVII—MAR NIġFIMM AN LEANB.

TA' MBEAD LEANB LE NIġE Aġam.

1. ĠEOBAINNI rōpa aġur r-ruuġġ.
2. ĠEOBAINNI ēaġġaċ le n-n-ċċiġġ.
3. NIġFIMM a ċeann, aġur

4. Cúirfinn iptimeas 'fan uisce é, agur
5. nísfinn ríor é.

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6. Tógsfainn amach ar an uisce é.
7. Triomhócainn é nuair théadh ré níse.
8. Cúirfinn leime aip ann rín.
9. Agur ann rín Cúirfinn fáirséadair aip.
10. Cúirfinn aip an círte eile de na ceirte aéil.
11. Cúirfinn cóna nō mainte aip, agur
12. Comhdeacainn é so galanta.

XVIII.—AG BLEASÁN BÓ.

Aggra mire le Óigír, "Soróe mar bláisfeá na ba?"
"Atá," aggra Óigír.

1. Béarfainn uom canna agur písin, agur
2. Raċainn amach 'na boitíse.
3. D'fuisfinn an canna amach ar mo láim.
4. Tógsfainn an rtól, agur
5. Siurófinn aip raoi 'n boin.
6. Raċainn a bleasá aip ann rín le mo óá láim.

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7. Nuair théadó rí bláiste agam,
8. Béarfainn an bainne iptimeas 'un tíse.
9. Béarfainn uom an rioltán, agur
10. Déanfainn an bainne a rioltúisád.

XIX.—GRDUSAD TÉ TABAIRT DO SEASÁN.

1. EIRÍGEADÓ Seasán api marvin.
2. CUIREADÓ ré aip a curio éadais.
3. FAJADÓ ré a bheacfarta.
4. GLACADÓ ré bata i n-a láim.
5. SGAOILEADÓ ré amach Maonais.
6. TIOMÁINEADÓ ré 'un aonais' i.

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7. DÍOLADÓ ré i.
8. MÁ'S FÉIDIR LEIS É,
9. NÁ GLACADÓ ré nior luighe aipim 'ná deic bhpúnta, aict
10. NÁ FILLEADÓ ré 'ná' baile leisti
11. MÁ'S EIBHÍLÉADÓ ré an méid rin.

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12. CEANNUISEADÓ ré mala min bhuirde
13. AGUS MÁILIN BLAÍP.
14. CUIREADÓ ré an min aip éairítear Íairítear Óighe,
15. AGUS BÍODÓ ré 'ra baile poiní an orúche.

XX.—MAR DÉANTAR CONNRAÍTAR AR AN AONAC.

1. BEIRTEAR amach bó móciúir.
2. TIOMÁINTEAR go cúramach i.
3. SIUBALTAR go rocair léithe.
4. SROICTEAR an t-aonac pá meadóin-lae.
5. CEAPTAIR an bó ipteac i láp an aonais.

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6. MÁ TARRTAR fíche púnta aip an boin,

7. TAIRGTEAR cùis púnta deus inírrí.
8. Ann rín SGOLLTÉAR an teicbhír.
9. BUAILTEAR bára aír, agur
10. DÉANTAR connraíodh óe.
11. DÍOLTAIR ari an mbóin, agur
12. ÓLTAR deoc mapl gseall ari an gconnraíodh.

XXI.—BAISTEAD.

1. ADEIR SEASÁN LIOM—
2. SO RUÍS bean Conchothair pálroe oíoché ÓÍA
haoine a éuairí tairt.
3. SO RAIÓ BAISTEADÓ : OTÍS Conchothair ÓÍA
Domhnaig.
4. SUR ÓÍA SEUMAR Ó CUINN agur Bráinne
níc Aodha a bhi mapl Cáiltódeara Cúisíort ann.
5. SO NDEACAILÓ riad féin agur Conchothair
amach leir an pháirroe.
6. SUR BAISTEADÓ É AG AN TÍS phobail.

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7. SARÚR A BÍ ANN, AGUR
8. BAISTEADÓ TAÓS ARI MAPL AINM.
9. 'SÉ RÍN AINM A ATÁR TÓIR.

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10. ADEIR Seasán SO riad cíuinniúisád tóir AG
AN BAISTEADÓ.
11. SO NDEARNAÓ ríleadó tóir DÓIBHÉ, AGUR
12. SUR IC RIAD, AGUR
13. SUR ÓÍ RIAD A RÁIT.

14. **Go RAIÓ** riad as gabáil céoil, agur
15. as déanamh spinn go dtí an meádáin-oiríóche,
16. agur go n'DEACÁIDÍ riad 'na' Úaile go meádáin.

XXII.—BAISTEAD TEINB.

1. CUAIDÓ mé fén agur mairle le leanb go dtí an tréipéal.
2. CUIREADÓ rí óén an tragsairt
3. TÁMIS an rasairt.
4. D'FÍASFRUISS ré óinn an gárrúr nó gíppread a bí againn.
5. DUBAIRT rinn gup gíppread a bí linn.
6. D'FÍASFRUISS ré an t-ainm.
7. DUBAIRT rinn Caitlin.

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8. FUAIR ré ola agur uirge, agur
9. LAS ré coinneal.
10. CÉISTÍSS ré an leanb.
11. CÚGAMAR preasra aip ron an teinb.
12. LÉIS ré oifig an bairtiro i Larvin.
13. CÚS ré Caitlin mar ainn aip an leanb.
14. CÚIR ré ola aip an leanb.
15. DÓIRT ré uirge aip a céann.

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16. Agur DUBAIRT ré
17. BAISTEAD tú i n-ainm an Ótar agur an t-ímeas agur an Spioraid Naomí.

18. CÚIR FÍNN AIFI N-AINMNEADA I LEABHAR,
19. AGUR TÁINIS FÍNN 'NA' BAILE.

XXIII.—POSAÓ.

Coicteigír ó fóim.

1. ÓÍ FONN RÓRTA AIFI ÚEADHAR MÓR.
2. O'LIARR RÉ A INGEAN AIFI CONAÚ ÓUIDE.
3. TUS CONAÚ A INGEAN DO.
4. RÍMHEADÓ CLEATHNAR EATOPHRA.
5. SEALL CONAÚ RÉ CINN ÉALAIS MARÍ RPPLÉ LE N-A INGSIM.
6. ÓÍ ÚEADHAR RÓRTA LEIR FÍN.

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Marí FÍN DE

7. CRUINNÍS RIAD BAINIR MÓR.
8. CUARÓ RIAD SO DTÍ AN TÍS ÓBÚIL DIA DOMHNAIS.
9. POSETÓ RIAD.
10. O'FÍLL RIAD 'NA' BAILE AIFI.

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11. ÓÍ DINNÉIP GÁLÁNTA PÉIR (NÓ ULLAM) FA N-A GCOINNE.

12. O'ÍT RIAD AGUR D'ÓL RIAD A RÁIT.

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13. ÓÍ AN PIODAIPHE MÓR I LÁTÁIP.

14. TÓISÍS RIAD A' DÁMRAD,

15. AGUR AS GABÁIL CÉOIL.

16. ÓÍ a lán gplinn aca.
17. T'FÁIL riad ann rín go dtí 'n mbairdin.

XXIV.—FAIRE AGUS TÓRRADÓ.

An ttreacánamh ro éuairí éapt.

1. MUAIR Tóirthealbád Tuaċail bář.
2. ĀRUUNIġ na comuṇṇana ipteaċ an oħrċe
rín, agur
3. ÓÍ faire ann go mbairdin.
4. ČAIC̄ riad tobac.
5. T'OL̄ riad tae
6. DUĐAIRT riad an paxorin palipteac.

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7. Lá ap n-a bárac ČAMINIS tħixxam eile.
8. SHUŘO riad as faire an oħrċe rín apir.
9. Ap an oħrċi ÓÍ tórradó ann.
10. CUIREADÓ Tóirthealbád ipteaċ 'ra' comra.
11. DRUİDEADÓ riop an cláři aip.
12. D'IMCUIR na comuṇṇana an coppaġġ go dtí
an joħiġ
13. ČAMINIS an rasġart.
14. DUĐAIRT ré na paxorpeaċa.
15. Beannuġġ ré an ċpex.
16. CUIREADÓ an comra 'ra' uaiġ.
17. CUIREADÓ an ċpexafōs aip, agur
18. B'É rín tħixxew Čoħħtħealbád ap an tħraogħal
reo.

XXV.—TÉRÓMÍS GO DTÍ AN T-OIREACHTAS.

Aphra Conchothar liom féin:—

1. TÉRÓMÍS GO DTÍ AN T-OIREACHTAS,
2. 'SÉ RIN LE PIÁD:—
3. ÉIRÍGÍMÍS GO LUAT (nó GO MOCH).
4. SIUBLAMAOSÍS GO POINT AN BÓTDAIRI TÁPLAINTA.
5. CEANNUÍGÍMÍS CLOÍCHEADHA.
6. TÉRÓMÍS API AN TIRAEEN.

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7. BÍOÓ TOIT AGAÍNN 'RA' TIRAEEN,
8. AGUR BÍMÍS GO RÁRTA GO DTÍ GO
9. SROICFIMÍD BÁILE-ÁTA-CLIAT.
10. TUIRLINGÍMÍS AG SPÁID ÁMÍEN.
11. BÍOÓ BÉILE BÍÓ AGAÍNN.

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12. ÓLAMAOSÍS GLOINE LEANNA.
13. SIUBLAMAOSÍS LINN GO DTÍ 'N ROTUNDA,
14. AGUR FEICIMÍS AN T-OIREACHTAS.

XXVI.—TÉRÓMÍD GO DTÍ AN T-AMARCLANN.

1. ARSA MÁIPE LIOM FÉIN:
2. TÉRÓMÍS GO DTÍ AN T-AMARCLANN.
3. ARSA MIPE, TÁIM RÁRTA. MAPI RINN DE,
4. CÓIRÍGÍMÍD RINN FÉIN.

5. CUIRIMÍD oifáinn ari nataí agus ari scórtasí.
 6. FÁGAMAOÍD an teac.

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7. SIUBLAMAOÍD ríor an trriáro.
 8. TÉRÍMÍD ari an gcairbhadh coitcinn.
 9. SROIČEAMAOÍD an éalaír.
 10. TUÍRLINGMÍD ó'n éairbhadh.
 11. CEANNUÍGMÍD cloicheala.
 12. SIUBLAMAOÍD iptimeac 'fan amarclann.

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13. SUÍTÓMÍD ríor ari fúidéacán.
 14. ÉISTÍMÍD leir an gceol.
 15. FEUČAMAOÍD ari an dráma.
 16. GÉNÍMÍD gáire leir an ngréann.
 17. AGUS ari nuaír ATÁ an dráma criochnuigte
 18. FÁGAMAOÍD an t-amarclann, agus
 19. FILLÍMÍD 'na' baile.

XXVII.—RAÍCANN AG IARSGAIREACHT.

1. TRÁC ÓIOS in mo Óriam ÓS.
 2. ÓINN AG FEITEAMH le lá fliuic.
 3. A ÓÉANFADÓ tuile in ñ an abhainn.
 4. SO RAÍCANN AG IARSGAIREACHT, 'ré rin le pádó :
 5. GÉIBINN ríat iarsgaireachta agus doimhse.
 6. CEANGLAINN dá óubán ari an doimhse.

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7. CÚARTUÍGINN cuiteoigá (nó cnuimh) mar baoite.

8. CUIRINN cuiteos ar ſac duibhán.
9. TÉRÓEADH Seagán Tóirdealaigh liom agus iargairpealct.
10. TÉRÓMÍS go dtí an abhainn.
11. SEASAMHAOIS ar Úrnuac na haibhne.
12. CÁITIMÍS na duibhain ipteac 'fan uirge.

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13. TÍGEADH bheac ag cogaint na gcuimh.
14. MÓTUIGÍNN an bheac ag tarrpant ar an doimhse.
15. TARRAINGÍNN an trílat.
16. TÓGAIMH an bheac amach ar an mbriuac.
17. CUIRINN an bheac ar ſao.
18. NUAIPI ÚEADH lán gaird bheac gairbhe agam.
19. O'FÍLLÍNN 'na' baile.

XXVIII.—AG BUAINTE SEAMRÓS.
TRÁTHNÓNA DIA SATAIRN.

1. GLUAIS mé féin i f mo céile ag buaint reamhros.
2. SHIUBLAMAR inni gur caradh óninn páipe glas.
3. CUADÓMAR ipteac inni.
4. CUARTÍSEAMAR reamhrosa.
5. BÍODAR ag fár go tuis.
6. BUAMEAMAR beart aca.

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7. O'FÍLLEAMAR 'na' baile anár.

8. **DO PILOCAMAR** (nó **COGAMAR**) na **REAMHRÓSA**
a b'feann.
9. **CUIREAMAR** i mbocraibh **IAO**.
10. **CLÚDAIGHÉAMAR** na **BOCRAI** le **PÁIPÉAD**.
11. **SGRÍOBHAMAR** **FEOLAD** ari **SHAC** ceann **ACA**.
12. **RUÍSAMAR** go **DTÍ** **TIG** an **PHUIRT** **IAO**.
- * * * * *
13. **CUIREAMAR** na **BOCRAI** **TAR** **LEAP** go **DTÍ**
CÁIPRO **FÁ** **COINNE** **LÁ** **FEILE** **PHÁDRAIG**.
14. **SHROIÉADAR** na **CÁIPRO** **FÍN** **GAN** **MOILL**.

XXIX.—AG DUL AG OBAIL (1).

1. **CIRIÚGEANN** **SEASÁN** ari **MARDIN**.
2. **CUIREANN** ré aip a **CUIR** **ÉADAILG**.
3. **DEIR** ré a **CUIR** **UPHAISCE**.
4. **ITEANN** ré a **ÚRPEACPARTA**.
5. **BEIREANN** ré **LEIR** **RPÁID** (nó **RIÁN**).
6. **TERDEANN** ré go **DTÍ** **SEUMAR** **MÓR** ag **OBAIL**.
- * * * * *
7. **GRIONÚGEANN** **SEUMAR** do **DUL** a **BUAINT**
PHÉATAÍ.
8. **SIUBLANN** ré go **DTÍ** an **CUIÚRPEANN** (nó **GOIRT**).
9. **BUAINEANN** ré **PHÉATAÍ** **MIÉ** an **LAE**.
10. **SHNÍ** ré an **RIU** **CEUDNA** an **DAJNA** **LÁ**.
11. **SHNÍ** ré an **RIU** **CEUDNA** ari **FEAD** **FEACHTMAINE**.
- * * * * *
12. **1 N-A ÓIRIÚ** **FÍN** **CUIREANN** **SEUMAR** é ag **CÓIR**
INÍSAD an **TIGE**.

13. CÓIRIGEANN ré an teac, agur
14. buaileann ré ariúar, agur
15. buaileann ré maistreao.
16. SNIÍ ré móran timcheadaíta fá'n tig.

XXX.—AG DUIL AG OBAIL (2).

1. TÁ Máire 'na caillín aimpíre.
2. EIRIGEANN ri ari maidin go luat (nó go moé)
3. cuireann ri riop teine.
4. SNIÍ ri an bheacfaasta.
5. níseann ri na roitiše, agur
6. Slanann ri an teac.

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7. búsgeann ri na ba.
8. Sgaoileann ri na ba amach 'na páipice.
9. Tuigann ri bainne do na gáinnéar.
10. Tuigann ri a gcurid bíó do na mucail agur
do na ceapail.
11. beireann ri ipteac mifse agur móin.
12. cuireann ri tuilleao móna ari an teinid.

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13. Déanann ri an dinnéir.
14. Slanann ri an cláir agur an teac ariúir.
15. Sguabann ri an teac.
16. buaileann ri maistreao, agur
17. Togann ri an t-im.
18. Nuair bhíos gac uile puto déanta aici

19. TÉRDEANN RÍ DO LUISE, AGUR
20. COIDLANN RÍ GO RÁM GO MARDIN.

XXXI.—AS TUI AS OBAIL (3).

1. ÉIRÍSÍM ARI MARDIN.
2. CÓIRÍSÍM MÉ PÉIN.
3. CAITÍM MO ÓRPEACFARTA.
4. FÁGSÁIM AN TEAC.
5. GÁBALIM ARI CAPBÁD COITCEANN.
6. SROIÍCÍM AN OIFIS AS A DEIC A CLOÍ.

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7. CUIRIM M' AIMM I LEABHAR.
8. TÉRÍM I GCIONN OIBRIE.
9. 'SÉ RIN LE PÁD :—
10. GÉIBIM LEABHRA LE N-A SGRIÚDUISSÍD.

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11. GÉIBIM PEANN AGUR TUÍ.
12. GÉIBIM PÁIPÉAR RÚIGSTE.
13. SGRIÚDUISSÍM NA LEABHRA, AGUR
14. MIONSGRIÚDUISSÍM IAD.
15. MÁ GÉIBIM LOCT NO ÉAPPÁID TONNTA,
16. SGRIÓBALIM CAPAOÍD, AGUR
17. CEARTUÍSSÍM NA LEABHRA.
18. FILIM 'NA' BAILE CHLÁTHNA.

XXXII.—AS SEALGAIREACHT.

1 mbáras.

1. RAÇAIÐ na daoine uaire le as sealgairteacht,
 , ré rin le pád :—
2. ÆEARFAID riad leó a ngsunnas.
3. CUIRFIÐ riad púdar agur min-phileipí ionnta.
4. SGAI RTFIÐ riad ari a ngsaðraibh.
5. ÆEARFAID riad leó a ngsiollaí, agur
6. SIUBALFAID riad 'un trléibhe.

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7. mā CASTAR ceapca fíraoið oppa,
8. SGAOILFIÐ riad na gsunnaí leó.
9. MUIRBFIÐ riad cuiro aca.
10. IMTEOCAIÐ na gsaðair, agur
11. IOMCUIREOCAIÐ riad na ceapca marbhá go
 dtí na sealgairí.

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12. SIUBALFAID na sealgairí leó giotá eile.
13. EIREOCAID gearrfíada.
14. LAMBOCAID feap aca an gearrfíada.
15. RAÇAIÐ madaú fá n-a Óeim.

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16. DÉANFAID riad amhlaidh piú an lae.
17. FILÍFIÐ riad 'na' Úaile tráthnóna.
18. BÉID tuilleadh mór oppa.
19. RAÇAIÐ riad do luigé.
20. COOLÓCAID riad go rámh go mairdin.

XXXIII.—CUAÓMAR 'UN AONAIŚ.

1. ARSA MÁIRE TIOM FÉIN:
2. RACAMADÓTÓ 'UN AONAIŚ.
3. TÁIM RÁRTA, APPA MIPE; MAP RIN 'OE—
4. SLEASAMAR RINN FÉIN.
5. USTMUIGEADÓ AN CAPALL GOIM.
6. CUIREADÓ 'RA' SCAPP É.
7. CUAÓMAR AP AN SCAPP.

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8. TÁIMIS AN BUACAILL LINN AG TIOMÁINT.
9. BUAIL RÉ AN CAPALL LEIR AN LARF.
10. DÉNRIS AN CAPALL I N-ÁIRDE, AGUR D'IMCIS
LEIR AP COPANÁIRDE.
11. COISG AN BUACAILL É LEIR AN RÍMAN.
12. SOCRUÍS AN CAPALL AP RODAP.

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13. TRIALLAMAR LINN SO OTI SO RABAMAR AG
TÍS SÍRÁINNE NI CIAPÁIN.
14. TEAC ÓFTAIS EAÓ TEAC SÍRÁINNE.
15. TUIRLINGEAMAR ÓN SCAPP.
16. BUALTEAMAR ÍPTEAC 'UN TÍGE.
17. SGAINTEAS AP TÍR SLOINNÍ BÍOTÁILLE.
18. DÓLAMAR AN BÍOTÁILLE.
19. DÍOLAS AP A RON.
20. CUAÓMAR AP AN SCAPP APÍR.
21. TIOMÁINEAMAR LINN 'UN AONAIŚ.

XXXIV.—ÓÍOL SEUMAS A CHUIRTEADH AR
AONAC MÍN-A'-LEICE.

DIAS CÉADAOINE ÞEO CHUARDÓ TÁPHT.

1. **CHUARD** Seumar leir ceitíre builgá a agur bearnas go haonac mín-a'-leice.
2. **CASADÓ** ceannairde air ag 'ul írtead 'un aonais dó.
3. **D'FÍAFRUI** ré de Seumar cá meud a bí ré d'íarphair air an eallaé.
4. **D'ÍARR** Seumar náoi brúnta an ceann oppa.
5. **CHUARD** an ceannairde ríeadt brúnta 'ra' deic a' ceann dó oppa.
6. **CHÁ GLACFA** Seumar an meud a bí an ceannairde a chuirtear dó.

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7. Aict **DUÓAIRT** ré go rgoiltfeasád ré an deicibh a bí eatooppa.
8. **CHUARD** an ceannairde írtead go mbéadó ríad aige air an airgead ríin.
9. Agur **CHUARD** ré púnta éaplaif dó.
10. **CHUIR** ríad an t-eallaé írtead i bpróna.
11. **ÓÍOL** an ceannairde Seumar air ion a chuirtead.
12. **CHUARD** Seumar leatc' rídin air air dó ar 'a'c aon ceann aca.
13. **D'OL** ríad leatc'-gloine uirge beata 'a'c aon duine aca, agur
14. **D'IMCHUARD** ríad 'na' baile.

XXXV.—AN SPEALADÓIR.

Innóé.

1. O'ÁRDOUÍS Mícheál a rpeal ari a gualainn.
2. O'IMTÍS ré ríor an miodúin (nó an leuna, nó an móinphéar).
3. DO LEAS ré an rpeal dá gualainn.
4. RUÍS ré ari an cloic rpeile.
5. DO CUIR ré faobhar ari an rpeil.
6. Agur do TÓISÍS ré a' buaint.

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7. DO BUAIN ré rraicte ó clairde go clairde.
8. DO ÓIRÍS ré a óruim.
9. DO SHIUBAIL ré ari aip.
10. DO TÓISÍS ré ari buaint aip.
11. DO BUAIL ré nead beac leir an rpeil.

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12. O'EIRÍS na beacá.
13. O'EITILL riad tapt timchioll aip.
14. DO CUIR ceann aca deaig (nó gat, nó colg) ann.
15. DO CUIR riad tóipí aip.
15. DO TEIT mícheál, agur
16. O'IMTÍS ré leir 'na' baile.

XXXVI.—CUIR TOIRDEALBAC A CUIR GABÁISTE
DIA HAOME SO CUAIR TART—

1. CÉANNUISS Tóirdealbac ceitíre céuio
plannna gabáirtíde ari an tairgadó.
2. O'IMTÍCUIR ré 'na' baile ari a óruim iad, agur
lá ari n-a bárac—

3. ROMAR ré an gárráda ó cúnne go cúnne.
4. ÓRIS ré an itír le cùl a páine.
5. ÓUAMH ré puill inír an itír leatctrois ar Óimhne.
6. D'FÁS ré dá tpois eisíp na pollaib.

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7. CUIR ré gárráidh in gáec poll.
8. D'IONCUIR ré aoileac o'n capn aoilis,
9. Agur CUIR ré lán gairbhe o' aoileac le gáec gárr.
10. CLÚDAIS ré cor gáec gair le cpiatá.
11. ÓRÚIS ré an cne riop fá'n gárr.
12. SEASAIMH ré ari an gcpíatá le n-a dá coir gup Óaingnís ré i.

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13. FUAIM ré roiteac uirge,
14. Agur ÓBIRT ré rteall uirge ari gáec gárr.
15. MÍNIS ré an itír ari.
16. IS mar pín a CUIR Toirtheadhac a curo gárráidh.

XXXVII.—míse agus mo buachaill.

1. EIRÍSÍM ari marón.
2. TARRAIM cabair Dé.
3. NIJSÍM mo lárma agur m'agair.
4. SGAIRTIM ari mo m'adair.
5. MUSGLAIM an buachaill aimprihe.
6. TÉRÓMÍD amac i gcuimdeac a céile.

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7. TAÓRAMAOIDH péal do na ba.

8. TÁIRGAMAOÍDh FÉAR AGUR AITHÍAR DO NA CAPALLAIB.
9. IOMÁIRGAMAOÍDh UIRGE DO NA BEATAÍCÁIB GO LÉIR.
10. DÉANAMAOÍDh AÍR TBHEACFARTA.
11. UÍGMUIÍGMÍDh NA CAPAILL,
12. AGUR CUIRIMÍDh 'RA' TRÉIRPHÍS IAD (NU 'RA' CÉUÉT).
13. TOÍSÍSÍMÍDh AG TRÉABAÓ.
14. TRÉADHAMAOÍDh LINN GO UÍTÍ 'N OÍDÉ.
15. CÁITÍMÍDh AN LÁ AG OBÁIR AGUR AG GABÁIL CÉOIL.
16. FILIMÍDh 'NA' BAILE TRÉACHNÓNA.
17. COURLAMAOÍDh GO RÁITH 'RAN OÍDÉ.

XXXVIII.—AG FUASÁIL CNAIPE.

AREIR.

1. CUAIDH MÉ I RTÉAD IN MO FEOMLA LEAPTA.
2. RUÍS MÉ LIOM MO CAFÓS DOMHNAIG.
3. TÁIMÍS MÉ I ÓRUR GO UÍTÍ AN TEINE.
4. DO LAS MÉ AN COINNEAL.
5. DO SHUIÓ MÉ AÍR RTÓL COIR NA TEINEAD.
6. AGUR DO ÓEARAIS MÉ MO BÍOPA.

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7. FUAIM MÉ RNÁT AGUR RNÁTAD.
8. FUAIM MÉ CNAIPE IN MO BÓCA.
9. TOÍSÍSÍ MÉ A FUASÁIL, 'FÉ RIN LE RNÁD:—

10. CÚIR mé an gnáct ériú ón mbó na gnátaidé.
11. Cár mé an gnáct.
12. DO LEAT mé an éarús ari mo ghlúin.

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13. DO SOCRAIS mé an cnáipe ari an éadaic.
14. DO SÁIC mé an trgnátaid anios ériú poll.
15. DO SÁIC mé an trgnátaid riór ériú poll eile.
16. D'FÁISG mé an gnáct.
17. RINN' mé an rúd ceudna píde uair.
18. DO TÓCRUIS mé an gnáct taist fán' cnáipe.
19. CÚIR mé faic no thí 'fan éadaic,
20. Agur do SEARR mé an gnáct.

XXXIX.—AN DÓIS LE LITIR DO SCRÍOBAÐ.

DA n-ÍARRFAÐ duine oírr litir do rsgriobhað caito do téanfainn?

1. Sgoibhinn páipéar, peann agur duibh.
2. Tárraingeocáinn mo éataoir 'na' cláir.
3. D'foss glócainn an páipéar.
4. Leatfáinn amach é.
5. Tumfáinn an peann inír an duibh.
6. Ceisteoċáinn an feap caité teapuis uair.

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7. Tóiseobċáinn ari rsgriobhað, agur
8. Sgríobħfáinn uom
9. Go sgríocnóċáinn an litir.
10. Triomħoċáinn le páipéar ruiġtei.

11. CÓIMÍLLEFÍNN an litir, agur
 12. CUIRFINN i gcuimhneach i.

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13. ÓRUIMOFÍNN an cumhacht, agur
 14. SGRIÓBFAINN an reolaeth aif.
 15. BÉARFAINN an litir do'n feair.
 16. GLANFAINN mo peann, agur
 17. ÓFUINGFÍNN na gutha i dtairgíodh aifir.

XL.—CUIRIM PREATAÍ.

1. ROMRAIM an talaam a' ceud uair (= aif
 otúr).
 2. Nuair a bhíodh an talaam riomhlaisteach (= riomhlaisteach).
 3. FUIRSIÚIM an talaam.
 4. BÉIRIM liom doiruis agur rppáit (= rán).
 5. DÉANAIM iomairí.
 6. Nuair atá na hiomairí dianas
 7. SGAINCIM aif an gcaibéalairde.
 8. TÍS an caibéalairde leir na rgoilteáin
 (= rgoilteáin aib).
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9. DÉANAIM puill leir a' rppáit.
 10. FÁGAIM leatárhois eirdir gáid aon poll.
 11. DÉANAIM poll nír agur
 12. CAITÍM an cpréafós aif an rgoilteán atá 'ra'
 poll eile.
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13. Nuair a bhíodh iomairí cuita agam
 14. TÉRÍM aif aif aif agur gníomh an cpréafós
 comhthiomh leir a' rppáit (rán).

15. CUIRIM AN CAIBEAЛАRIOE A COINNE TUILLIУ
RГOILTEАН.
16. CUIRIM AN CUIRPEANN UILIS MAR FIN.

XLI.—MAR BUAMFINN PRÉATAÍ.

1. RACAIMN AMAC API MARVIN.
2. BÉARFAINN LIOM RPÁD (NÓ RÁN).
3. BÉARFAINN LIOM BAIRGÉADA AGUR CLIAВ.
4. RACAIMN AMAC 'RA' CUIRPEANN (=SOPT).
5. RACAIMN GO BUN TOMAIRE.
6. BUAMFINN PRÉAB, AGUR
7. TIONNTÓCAMINN AMAC NA PRÉATAÍ.

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8. MUР (MUNA) MBÉADÓ TÁITEBIR AGAM,
9. CÁITFINN NA PRÉATAÍ API UACHTAPI LEIR A' RPÁD.
10. NUAIР A TIOCFAД AN TÁITEBIR,
11. TÓSFAD RÉ NA PRÉATAÍ IРTEAC I MBAIRGÉAD.
12. NUAIР A BÉAD AN BAIRGÉAD LÁN
13. CUIRFEAD RÉ I GCLIAВ IAD.

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14. NUAIР A BÉAD AN CLIAВ LÁN
15. RACAIMN AGUR DÉANFAINN POLL,
16. AGUR CUIRFINN NA PRÉATAÍ 'RA' POLL.
17. NUAIР A TIOCFAД AN TRAETHNÓNA
18. BUAMFINN RSPÁTA, AGUR
19. CUIRFINN NA RSPÁTA API NA PRÉATAÍB.
20. CUMTÓCAMINN AN POLL LE CRIEAFÓIS.

XLII.—TREABHUIŚ SEASÁN AN PÁIRC MÓR.
1 MBLIAÓNA.

1. CUAIÓ Seasan i comhráinn le páistí Ídeas ag
treabhar ari feadh an Éarras.
2. TUS ré leir a' treirrpead (nó an ceudt) go
tai 'n ceapadhá.
3. TUS CUIR an gába tóisísh airí.
4. D'EIRÍSIS ré go luat ari marónin, agur
5. CUAIÓ ré a coinne beatáisí páistí Ís.
6. CUIR an ugam ari na beatáisí.

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7. CUAIÓ ré amach 'na' cíubhráinn leibhéal, agur
8. CUIR 'ra' treirrpiś iad.
9. TREABHUIŚ ré fóid ó bun go bárr na páipce.
10. TREABHUIŚ ré fóid eile ó bárr go bun.
11. TREABHUIŚ ré iomairé agur iomairé eile.
12. TREABHUIŚ ré an páipce go leir.

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13. Nuair a bhí an páipce treanáitse aige
14. D'FUIRSISÍS ré i, agur
15. CUIR ré eorpa inní, agur
16. TÁ bárr maití eorpa inní aonair.

XLIII.—BUAIL UILLIAM A CUIR COMICE.
INDE.

1. CUIR Uilliam cnuasach coimice i na ríobóil.
2. COISÍSIS ré fén agur a buacaill aimpriú a'
bualaodh na coimice.

3. CÚIR riad clár buailte ari uirláir a' ríobóil.
4. SOCRUÍS riad rópós ari an clár buailte.
5. FUAIM 'aé aon feair aca rúigte.

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6. RUÍS riad gheim ari na lámhpannai.
7. SEASAIMH riad ór coinne a céile, agur an t-fhorbás eatoirra.
8. TÚS riad na rúigte éarct éara n-a gceannai.
9. ÓUAIL riad 'aé' aon daonna bhuille go riab an t-fhorbás buailte.
10. TÓS riad an coicín, agur
11. D'FÁS an coicé 'na luigé ari an uirláir.
12. RIMH' riad batalla de'n coicín.

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13. Agur RIDEÁLUI'S riad an coicé.
14. CÁTÁIS (= glan) riad an coicé.
15. CÚIR riad an coicé i málai,
16. Agur TÚS 'na' muilinn é.
17. RIMH' an muillteoir a meilt 'na' min.

XLIV.—buaint móna.

Seo é mar buaineadó muinteoir Óigíde a gcuir móna.

1. LOMAD riad (nó GLANAD riad) an poirtaé ari dtúir.
2. GLANAD riad an dá bácta r' aca féin.
3. CRUINNÍSEAD riad trí nó ceitíre fir agur an tríúr buacáill r' aca féin.

4. **Seoibheadó** riad óá ríleasán agur ceitíre bárrai.

5. **Téirdéadó** truáir feapí cuit 'ac aon ríleasán.

6. **Téirdéadó** feapí i gceann an tríleasán agur feapí 'ra' bpolí agur feapí i gceann na mbárrai.

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7. **Buaimeadó** riad leó go ham tinnéipe,

8. Agur ó am tinnéipe go hoitíce

9. Nuair a b'íod an móin buainte aca

10. **Téirdéadó** na cailíní 'na' phoistais, agur

11. **Spréirdéadó** riad an móin ari na báctaib.

12. **Tionntuigseadó** riad i lá eile.

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13. **Lá eile** cuitpeadó riad i gceiríseánaib i, agur

14. **Óéanadó** riad earfóiríseána thí.

15. **Cumreadó** riad na fóid móna i gclampaib, agur

16. **Tábhraadó** riad leó beatais i fí captaíca agur tappainseadó riad leó 'na' baile iad.

XLV.—AG TASGAIREACHT.

A máire, goirde man óéanadó ó' achtair tasgaireacht?

1. **Na gnáthach** leir beit ag tasgaireacht 'ac aon tráthraib.

2. **Téirdéadó** ré 'un Bhuin Óig agur Cean-nuigseadó ré doirnán cnáibe go scácaileadó ré an bád.

3. **Seoibheadó** ré beagán doe tárrí fuaír.

4. Óireadó ré anail e agur Cúireadó ré riop
teine agur Óruiteadó ré é i bprota.

5. Cúireadó ré rseala pá coinne raoip bád go
Scuireadó ré doisg ari an bád.

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6. Nuair a bídóid doisg ari an bád Cúireadó ré
amaic 'ra' traoċað é.

7. Čruinniżgħeadó ré a ċuċċi komplatai le tul
ag iarrgħiġieaċċi leip.

8. Čerħeadó riad 'na' trāċa agur ġeibeadó
riad rliogħiġi buba agur dojmān rluuġaċ.

9. I n-amannai b' ġeibeadó riad dojmān eafcon.

10. I n-amannai b' eile ġeibeadó riad beagħan
pariċċan.

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11. Pá coinne a scatċi tapt 'ra' faiċċiġe.

12. Pá coinne an t-ixx a Čruinniżgħadó tapt
pá'n bád.

13. Čaiteadó riad amac an nuuim agur a' baoite.

14. ġeibeadó riad ballāni agur fajbana.

15. ġeibeadó 'ad' aon duine cūpla duifin 'ra' la.

XLVI.—AG IARRIREEAČT SGADĀN. ARĒIR.

1. Ču ari bixżeppi báir amac ag iarrgħiġieaċċi
rsgadān.

2. B' cūigeap aċċi ann.

3. **LEAS** riad a n-eangacha 'fan fáirfeise.
4. **GO** nDÉACAILÓ na rGADÁIN ionnta.
5. **GÁBÁD** na rGADÁIN inr na oulair.
6. **TARRAING** na hiargairí iरteacá na h-eangacha.
7. **GUR ÓUAIN** riad na rGADÁIN airta.

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8. **TEILS** riad na rGADÁIN i dtóim an báid.
9. **CUIR** riad na h-eangacha amach ariú.
10. **GO RUÍS** riad ari tuilleadh rGADÁIN.
11. **RINN** riad an rúd ceutana ariú agus ariú.
12. **GO RAIBH** an bád líonta le rGADÁIN (rGADÁIN-aiib).

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13. **D'ÍOMAIR** riad go dtí an caladhpoirt.
14. **STIÚRUIS** riad an bád 'na céide.
15. **CEANGAIL** riad an bád do'n céide.
16. **DÍOL** riad an lápta rGADÁIN le ceannairí rGADÁIN
17. Ariú cùis rGILLINGE a láin cléibé.
18. **CUÍS** riad leó cliaib.
19. **DÓMÁIS** riad na rGADÁIN léite, agus
20. **D'ÍOMCUIR** riad na rGADÁIN ariú tíri inr an sciaib.

XLVII.—AG SAILLEADH SGADÁIN.

An Samhradh ro éuairí tairt.

1. **CEANNUIS** Seumair Mac Suibhne picé lápta rGADÁIN.

2. ĆRUINNISH ré meiteal ban le n-a nglanað
aður a railleatò.
3. FUAIR ré ceud baipille.
4. ĆEANNUÍSH ré óá tonna palainn.
5. CUIREAO na baipilli aður an palann ríor 'na'
catalò.
6. ĆUAIÐO na mná ríor fóir.

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7. ÓÍ ríiana leð.
8. ĆROM ríao að glanað na ríadán.
9. ŜEARR ríao a ríðórnica aður bain na ríutóða
aðta.
10. ĆUIMIL ríao palann oppa.
11. ŜLÉAS ríao írteacá i mbairillib 1að i n-a
ríaitib.
12. ĆROÍC ríao geapp-ćuio palainn óf cionn ſac
ríaité.
13. LEAN ríao te ríin go þaib na baipilli líonta.

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14. TÁINISH an raor baipille sunr ĆUIR ré an
elári að ſac baipille.
15. RÁGAÐ na baipilli mapi ríin GO RAB na
ríadán sunipt railite, aður
16. CUIREAO tari leari 1að go dtí an Ŝeapimáin
aður go hámeprioca.

XLVIII.—TÓGÁR TEAC.

1. GLANTÁR amach ait an tigé.
2. CRUINNÍGTEAR clochá.
3. DÓIĞTEAR aol.
4. TARRAINGTEAR gairmín.
5. MEASGÁR an t-aol leif an n-gairmín.

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6. CUIRTEAR pá déin raoip gceloch.
7. CUMTÁR na ballai.
8. TÓGÁR na ballai uile.
9. DÉANTÁR fuinneoga agur doipre,
10. Agur CUIRTEAR iptimeac iao.

* * * *

11. CUIRTEAR iptimeac locta (tailteog).
12. SEIBTEAR rala agur cleata.
13. BUAINTEAR rgnáta.
14. CUIRTEAR ceann ar an tigé.
15. CUIRTEAR fior ar tuigteoir,
16. Agur GLEASTÁR cionn an tigé le tuigé.
17. IS amlaidó TÓGÁR teac.

XLIX.—CHÍTEÁIL STOCARÓE (A).

Goirdé mar Déanfaí péisne rtocharóe?

1. LOMÓCÁINN (nó lompairinn) na caoipis ar dtúr.
2. ÓIRFINN uom an oíann agur nísfínn i.
3. D'FUISEFINN amuis i go dtíomócaidh ri.

4. Nuair bhéadó rí thíomh
5. Íochairfainn (nó dealbháinn) an olann Éiríb
ar an olann min.
6. Óearfainn liom i, agus
7. Cuirfínn ola míleí uíppu.

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8. Óearfainn liom i, agus
9. Óeanfainn pollágsa thí.
10. Óearfainn liom an túipine annrín, agus
11. Cuirfínn ruair i.
12. Sniomhainn liom go mbéadó lán feap-
raide de'n trnáct éuar.

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13. Bhuaingfínn anuair ó'n feapraio é,
14. Agus Cuirfínn ruair ar cipín eile é.
15. Go dtí go ndéanfainn ruair i n-a cheiltílin é.

L.—CHÍTEÁIL STOCARÓE (b).

1. Géobainn na dealgáin ann rím.
2. Cuirfínn ruair béal pá coinne gioráin a
teanadó.
3. Cuirfínn ruair oíche lúb i fíche ar 'aé aon
dealgán.
4. 'A mbéadó (=a mbéadó) an rnat caol,
5. 'A mbéadó an rnat neamhaoí.

6. **ÓÉanfáð** ceitíle lúb ír fíde an gnaíte (= gno).

* * * *

7. **ÓÉanfainn** óá lúib fíleamáin agus lúb tionntuigte.

8. **Chuiteáilfínn** liom ann rím go dtí go mbéað ré ag an tráil.

9. **Ógfaínn** an tráil.

10. **ÓÉanfainn** leat-chomuigáð nō níor mó.

11. **Óruitorínn** an tráil.

12. **Ógfaínn** an giallefá (= taoibh na páile).

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13. **Chuirfínn** cumhanglað go dtí go

14. **measfínn** náð mbéað acht oibread lúb ír
ÓÉanfáð an bhrós fáirring go león.

15. **Chuiteáilfínn** liom ann rím go dtí go
mbéað comuigáð go leit óéanta agam.

16. **Ráðainn** a' bhrú (= bhrúidim) ná bhróige.

17. **Chuirfínn** cumhanglað ari a dtúr agus a
deirpead dealgán.

18. **ÓÉanfainn** trí cuairt eisíri 'aí aon chumhan-
glað.

19. **Óruitorínn** bairr ná bhróige.

20. **Órisfínn** an rnat agus tairisíngeoíainn trí
'aí aon lúb é.

21. **Ó'oilbreoðcainn** ríor an rnat go dtí bairr
ná bhróige.

LI.—*LOMAÐ CAORAÐ.*

INDÉ.

1. *Lom* Seagán Móri a éuit caorað.
2. *Cuaird* ré amac 'na' énuic.
3. *Bí* a madað leir, agur
4. *Crúinnis* ré irtseac a éuit caorað.
5. *D'imir* ré agur fuaipr ré deimhearf ari iaraest.
- * * * *
6. *Rug* Seagán Móri spéim ari ceann de no caoirib.
7. *Leas* ré an caora ari an talam.
8. *Céangail* ré truúr de n-a cuið cor le céile.
9. *Rug* ré ari an deimhearf i n-a láim ðeir.
10. *Lom* ré muinéal agur uct na caora.
11. *Lom* ré leatthaob na caora.
12. *Trionntuis* ré an caora agur *Lom* ré an taoibh eile.
- * * * *
13. *Sgaoil* ré cora na caorað.
14. *D'Éirí* ré an caora 'na reagam.
15. Ann rín *Lom* ré truim na caora, agur a hearfball.
16. Nuair a *Bí* ré péid (=cristianischt) le lomað na caorað,
17. *Tus* ré leir ioc-uirge agur tsum ré an caora ann, agur
18. *Cuir* ré comartha táiria ari a leatthaob a geall ari gan i cailleadh.

LII.—BUAMH DOMHNALL LEAS-FARREGE.

1. N-UARAO.

1. D'ÉIRÍS Domhnall go luat ari marom.
2. MUSGAIL ré a cheathair mac.
3. CUAIDH riad riord 'na' cuain.
4. CUIR riad amach an bád.
5. CUIR riad iptimeas a gcuimh oiftheir (= inphléir),
6. 'Sé rím le riad :—

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7. Ráma agur feolta agur corrán móri leir a' leatád a buaint.
8. CUAIDH ceitíle mic Domhnall ag ionraimh,
9. Agur CUAIDH Domhnall ari a' rtiúir.
10. Nuair CUAIDH riad siota fuairi riad cónir.
11. TARRAING riad iptimeas a gcuimh riárdai, agur
12. CUIR riad fuair feol.

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13. STIÚIR (nó STIÚRUIS) Domhnall an bád go dtí 'n áit a riad an leatád.
14. BUAMH ré anuair a feol agur cónir amach an corrán móri.
15. TÓISÍS ré a' buaint an leatáis,
16. Agur TÓISÍS na mic a' tarrainnt an leatáis iptimeas inr a' bád
17. Go dtí GO RAIBH LARTA ACA.
18. Mar nádC RAIBH cónir ACA,
19. B'ÉIGIN DÓIBHTE (= DÓIBH) ionraimh 'na' baile.
20. Nuair TÁINIS riad iptimeas 'na' cuain
21. CUIR riad amach an larta ari an céid.
22. Nuair a BÍ an larta ari an céid ACA
23. TUS (RUS) 'aC aon feair ACA leir cliaibh.

24. D'iomáinir fíad an leatáct ari éiúbhreann
priéataí.

25. Spriéidí fíad an leatáct ari na hiomairípeacáin.

SUBJECTIVE SENTENCES.

I.—Éirt liom. Táim ag éirteadct. Mait an buachaill tú! Éirt liom, a chailín. Táim ag éirteadct. Mait an cailín tú! Éirtigíodh liom. Támaoim ag éirteadct. Go mait, go mait! An dtuigseann tú rín? An dtuigseann tú me? Tuigim. Tuigimid. Ní tuigim. Ní tuigimid. Ní tuigimid tú. Éirt liom aonair. Abair é. Abair ariú é. Abair an ceadct aonair. lean leat ari an gceadct. Abair a chailleadh tó. Labhair gúair. Labhair ór árto. Labhair níor áitde. Labhair ór iarrto. Labhair go híarrto. Labhair go ciúin. Labhair go rocair. Labhair go mall. Ná labhair go mall. Ír feairí óuit labhairt go gártá (nó go tapair). Ní feairí dám. Ír feairí liom labhairt go rocair. Ír feairí leat, acht ní feairí óuit.

II.—Dia óuit. Dia óaois. Dia ír Muiré óuit (óaois). Dia ír Muiré ír pháirtaigh óuit (óaois). Go mbeannuisíodh Dia óuit. Dail o Dia ari an obair.

An ӯfhlil ríb uillamh aonair? Éirtigisibh liom, maireadó! Abair leir an cailín rín éirtteacht liom! Tá rí ag éirtteacht leat. Tá go maic. Éirtigisibh uile liom. Suibh ríor. Suibh ríor, má 'ré do chóil é. Suibh ríor ariúr. Suibh ari an ríol reo. Suibh ari an gceataoir. Suibh ríor ag an teinidh. Oidhche fuair! Oidhche fuair, go neairbhe. Ír eadó, go teinmín. Tá mé fuair. Tá fuairt oírm. Tá ríaghsaón oírm. Ír oile liom rín. Ní maic liom rín. Ír dona an ríod ríaghsaón.

III.—Tád go ceann, a Caitilín, agur feud oírm. Sin a' doris! Abair an focal ro! Abair na focal ro. Cá dtig liom. Feud leir! Maic tú! Tá tú ag dul ari agaird go ceapt! Caoi teirí tú? Teiríom go ӯfhlil tú ag dul ari agaird go ceapt. Meagairim go ӯfhlil. Saoilim go ӯfhlil. Ní faoilim go ӯfhlil. Ní'l cuimhne agam ari an gceacht aonair; abair ariúr é. Tábhair aithe marí rín. Tábhraigisibh aírde oírm, maireadó. Ír maic liom ӯbeit ag éirtteacht leat. Úfearraí liom ӯbeit ag éirtteacht le ceol. Ní fearraí liomra. Bí 'do chóir ann rín. Bígíod in ӯbhrú otóir. Ná bí ag caint. Ná bí ag togháil calláin, acht éirtigisibh liomra. Slán leat. Slán liob aonair. Go dtéirid tú ríán. Slán beo leat. Go n-éirígisibh do ӯbhrú leat. Go roinibhigisibh Dia ӯuit. Ná boc leir; bhéid mé maic go leorí ann rúd. Tábhair aithe ӯuit féin. Úeannaíocht leat. Úeannaíocht Dé leat.

IV.—Abair leir an scailín rín gan a bheirt ag caint. Ná bí ag caint, a cailín. Ní'l rí ag caint, acht tá rí ag scáilíodh. Ná bí ag scáilíodh, a cailín, acht éirt leir an muinteoirí. Sin a' chóis. Tá an ceapta agat. Tá tú ceapta go leor. An bhfuil Seán ann rín? Tá ré ann ro. An scéalín tú mé, a Seán? Cluinnim tú maití go leor. Abair an ceacht, mairfeadó. Dá mbeadó ré agam, déarfainn é. Dá dtuigfínn an ceacht, béninn rírtá. Tuigeanann Soíche an ceacht, acht ní thíos leictí a riad (nó a cónaí), feictear ariú! Seapairí ruairí anoir. Seapairí ruairí, a mhaicil! Ní thíos liom. Béirí ari mo láimh, agus tóis mé, má 'fír do choil é. Táim in mo seapairí ruairí. Déarfc ari na cailínib ro; táid in a seapairí. Ír bheag na cailíní iad, plán a bheag riad. So mbuó fada plán iad.

V.—Cé rín ag an dothar? Tá Órlígh. Forfar an dothar agus leis irtéac Órlígh. So mbeannuisíodh Órlígh óuit, a Órlígh. Saib a leit ann ro, agus furió i bhfuir ag an teinidh. Tá tú cailte leir an bhuaacht. Ná bac liom; ní baoisgal dárán. Lean leat ari an scéacht. Béir mé ag éirtéacht leat. Tá go mairt. A bhuaċċallí, éirtigisíodh liom. A pheasaip, abairi ċura an ceud ċuio de'n ceacht. Sin a' chóis! Fan! fan! Tá tú ari ceapri anoir! Tá tú ag dul amuġa! Tá tú ari reaċċan. Tá an rgeal tré n-a céile agat. Tá ré bun-ōr-cionn agat. Éirt liomra! Abair

anoir é! Ni ceaptar sinn. Ni'l an ceaptar agat. Ni'l tū ceaptar go fóil. Innír dō, a Nóra! Tá an ceaptar agat anoir! Sin a' dōis.

VI.—Seiri amach bup scuird leabhar, agur bup scuird peann lualidé. Sgriobh ríor an ceact. Sgriobh ríor an méid ro. Cá dtig liom. Feuč leir! Déan iarradh aip! Feuč mar atá peadar agá rísbíunt! Ír mait an buachaill peadar. Ni mait; ír fearrí Sile. Tá Sile 'na cailín moit. Ná bi 'mo bualidreadh! Tá mé tuirreac ag éirtealct leat. Bior múnadh oírt! Déarlaidh mire oírt éirtealct liom! Ni péidír duit. Ír péidír dath. Ar Ónúairt Siúbán na focla úd go fóil. Cá Ónúairt; ca ríb rí irtis an uairiú sinn. Cá cuala rí na focla. Bí na focla sinn aici céana féin.

VII.—Cím go bfuil ríb ag feitheamh liom. Támaoíodh: Bí Seagán agur Máire ag prínce ann ro ful a dtáinig tú. Ba mait a prínce riad sinn. Ar éaitin an prínce leat, a Máire. Mairéad, go dearrbha, éaitin. Niор mire do Ónúine prínce baile aige. Abair é! Tá 'n ceaptar agat! Ír mitidh dúinn dul i gcionn oibre

anoir. Ìr píor óuit rìn. Abairt na focla in mo thíairde-re. Sin a' dòisg. Tá rìad agairbh ari feabhar anocht. Tá rìb ag birluigheachd gac lá. Ìr mó a támairt ag birluigheachd gac oirbhe. Tá tú ceart go leor. Ìr é an fát atá leir rìn go mbionn riagh agairn gac oirbhe. Ùimh ag fòglaum Haevilge gac uile lá ìr gac uile oirbhe. Sin a' dòisg. Mol an òige ìr tiocfaidh ri. Ni baoigal daorib. Labairfhiù rìb Haevilis go fòil.

VIII.—Tá an teine ag dul ar, a Ìathairais, cuimh fòd mòna uirbhi. Ni feicim an mòin: Lar an ròlur, a Ùrigid. Ni 'l laran agam. So óuit ceann agur bì go gairta. Sin a' dòisg! Tá ròlur go leor agairn anochr. Dá mbéad cipin giùmairé agairn, fàodachd re an teine. Fàs na builg, a Seagán, agur reid an teine. Mairt an buaċaill tú: tá do ḥaoċar ag eileghe leat 'ra' deirbead. Saoil mē go jaib an teine ar aċt tā ḥplanc innti go fòil. Ni baoigal vi. Suri ḥaġt anochr agur bérò reanċar agairn. Caidé marj óublixt tú na focla deirbeannaċa? Ni jaib tú ag tħabuġt aċċu ojim. An ḥallraċt atá oħi. Nac deaġ an buaċaill tú!

IX.—Leanamhaoir de 'n ceacht! Abhras an t-áirgead
feapáir é. Biodh sé maraí rín. Ceirt agam ort, a ghiolla
úd, an feapáir leat beit ag amharc éairítear 'ná ag éirtear
liom-ra. Ni feapáir liom; ír feapáir liom beit ag
roghluim Gaeilge. So mait, so mait, o'fheagair tú
míe go han-mait. Fheagair mé a cailín, ciaca ír
feapáir leat-ra beit ag roghluim Gaeilge ná ag
pinnce? B'feapáir liom beit ag pinnce. Mo náirpe
tú, a Siubhán, b'feirfeadóir duit an Gaeilge. Ír dearf
liom an pinnce. Ír dearf liom féin pinnce, aict ír
deirfe liom an Gaeilge. Caitífimid dul ari agair
teir an obair aonair. Táir a leósá, ír mitíod duit rín.



F O C L O R.

Αῦδα, αῦδινν, *f.*, river ; *gen.* αὐδηνν.

Αὐδαῖη, *v. sing.*, αὐδησιμ, I say.

Αὐδέ Μάρια, *Ave Maria*, Hail Mary

Αὐδαῖο, *m.*, face.

Αὐθεόδ. *f.*, a live coal.

Αὐτηεανν, *m.*, Mass ; *gen.* αὐτηινν.

Αὐτηεαη (I.) *f.*, time ; *gen.* αὐτηιηε. Καΐλιν αὐτηιηε=a hired girl.

Αὐτηεαη (II.) *f.*, weather.

Αὐτηεαη, *m.*, angel ; *gen.* αὐτηιη.

Αἴνη, *m.*, name ; *plu.* αἴνηεαčα.

Αἴτη, *f.*, heed, attention.

Αἴτηε, *f.*, in phrase, ι η-άϊτηε, on high.

Αἴτη, heed, attention.

Αἴτηεа, *m.*, money ; *gen.* αἴτηио.

Αἴτ, *f.*, place, room.

Αἴτόιη, *f.*, altar ; *gen.* αἴτόиа.

Αἴτεշа, praise, thanksgiving.

Αἴтаже, act of looking.

Αἴтажлann, *m.*, theatre.

Αμεριоа, America.

Αմіліаіо, alike, similar.

Αмуշа, wrong, astray. Σуірі рі αп τеаč αмуша=she upset the house.

Αнал, hither, from the other side.

Αпам, soul ; *dat. plu.* αпмннаіб.

Αпіор, up (from below).

Αпуд, down (from above).

Αоілеаč, *m.*, dung. Σаји-аоілеј= dunghill, midden.

Αоі, *m.*, lime.

Αон, one ; the ace at cards.

Αонад, *m.*, a fair ; *gen.* αонадиš.

Αрі аір, back, back again.

Αрівд, *m.*, corn.

Αріан, *m.*, bread,

Áltó, high, tall; *comp.* ailtóe. In phrase ór áltó=aloud.

Áltóuig, *v.*, raise; áltóuigim, I raise.

Áltéig, last night.

Ár, out, out of him, out of it.

Átadír *m.*, father; *gen.* átadár.

Átadír móír, grandfather.

Bac, *v.*, hinder, interfere with.

Bacóig, *f.*, armful.

Baéta, a bank of turf.

Baít, *f.*, blessing.

Baile, *m.*, a town, home. 'Na' baile (=cúm an baile), to or towards home.

Baile-Átha-Cliath, Dublin.

Bainne, milk.

Bainig, *f.*, a wedding.

Bairíle, a barrel; *plu.* bairíllí.

Bairínean, *m.*, a cap.

Bairt, *v.*, baptize; bairtóm, I baptize.

Bairtheasá, *m.*, christening; *gen.* bairtóró

Bairgéas, *m.*, basket; *plu.* bairgéas.

Balla, a wall; *plu.* ballaí.

Ballán, a sort of fish; *plu.* balláin.

Baoisál, *m.*, danger.

Baoite, a bait.

Báriac, morrow; i mbáriac, to-morrow.

Bárrí (I.) *m.*, top, head.

Bárrí, *m.*, (II.) crops.

Bárra, a barrow; *plu.* bárraí.

Batall, a "battle," "bottle," or bundle of straw.

Bárf, *m.*, death; *gen.* báirf.

Bárf, palm of the hand; *plu.* bára.

Bata, stick, staff

Bead, a bee; *gen.* and *plu.* beadá.

Béadó, *v.*, would be, conditional of tá.

Béal, *m.*, mouth.

Bean, *f.*, a woman; *gen.* mná; *dat.* mnáoi; *nom.* *plu.* mná; *gen.*

plu. bean; *dat.* *plu.* mnáib.

Beann-a'-tíge, housewife.

Beannadáct, *f.*, blessing.

Beannuig, *v.*, bless; beannuigim, I bless

θεαπνοιγέ, blessed.

θεαμάč, *f.*, a heifer ; also spelled θιομάč.

θεαρτ, a bundle, parcel.

θεατά, life.

θεατάč, *m.*, a beast ; *dat. plu.* θεατάčαι.

θείτε, a meal.

θειτ, *f.*, two persons ; two of anything.

θειτ, *v.*, take hold of, seize ; θειτι, I seize ; *p. t.* θειτ.

θιαό, *m.*, food ; *gen.* θιό.

θιοταιτ, spirits, strong drink ; also θιοταιτε.

θιριυζάό, act of improving, interest.

θιεάγαν, act of milking.

θιαόδαι, *f.*, a year ; *gen.* θιαόνα ; ι θιαόνα, this year.

θιιγ, *v.*, milk ; θιιγι, I milk.

θιιγέ, milked.

θό, *f.*, a cow ; *plu.* θα.

θορά, a box.

θογ-υιρζε, lukewarm water.

θοιτεάč, *m.*, a lyre ; *gen.* θοιτιζε.

θότα, a bowl.

θοιγам, a sup, a mouthful.

θόταρ, *m.*, a road.

θόταρ ιαριαин, a railway.

θηαон, a drop.

θηеас, a trout.

θηеасфарта, breakfast.

θηиан θι, young Brian, but applied to any young man.

θηиэю, *f.*, a woman's name ; *gen.* θηиэю.

θηир, *v.*, break ; θηири, I break.

θηоцán, *m.*, porridge ; *gen.* θηоцáин.

θηоцán ιеио, gruel.

θηóз, *f.*, a shoe, boot ; *gen.* θηóз ; *plu.* θηóза ; also applied to the "foot" of a stocking or sock.

θηú, *f.*, womb ; *gen.* θηоиин.

θηиадá, *m.*, brink, verge.

θηии́ж, *v.*, bruise, squeeze ; θηии́жи, I bruise, squeeze.

θηии́ч, *v.*, cook, boil ; θηии́чи, I cook, boil.

θηии́чте, cooked.

θиацáил, *m.*, boy.

θиаиùреаó, act of bothering, troubling.

θиаи́л, *v.*, strike, thresh, churn, etc. ; θиаи́ли, I strike, etc.

θиаиаó, act of striking, etc.

Buaín, *v.*, pertain, interfere, dig, reap, mow, take, as in phrase take off my clothes, etc. ; **buaínim**, I pertain, etc. ; also spelled **bán**.

Buaínte, dug, reaped, etc., also gained.

Buiré, yellow.

Buile, bellows.

Buille, *m.*, a blow.

Bulóig, a bullock.

Bun, foundation, beginning.

Bun Beag, place name ; *gen.* **buin B:ag**.

Bun-óir-cionn, topsy turvey.

Čá, no=ní.

Cabairí, *f.*, help, assistance.

Cabáirte, **čabáirve**, cabbage.

Cácalairí, *v.*, calk ; make secure against leaks.

Cairbéalairí, *m.*, a person who plants potatoes, *i.e.*, who drops them into the holes or furrows.

Caitlin, a girl ; *plu.* **caitliní**.

Caitlín, lost.

Cáimhearf Chriort, a sponsor ; *plu.* **cáimhearfá Chriort**.

Cait (I.) *v.*, consume, eat, drink, wear, etc. ; **caitím**, I consume.

Cait (II.) *v.*, throw ; **caitím**, I throw.

Caitlin, Kathleen.

Calaú, *m.*, the seaboard, the strand ; *gen.* **calairó**.

Calaóróir, landing-stage, port.

Callán, *m.*, noise, uproar ; *gen.* **callán**.

Can, *v.*, say, sing ; **canáim**, I say, sing.

Canna, a can.

Caoil, slender, thin.

Caoimh, *f.*, a sheep ; *plu.* **caoimhí** ; *gen.* *plu.* **caoimh**.

Cápall, *m.*, a horse.

Cára, a friend ; *plu.* **cáirte** ; *gen.* *plu.* **cára**.

Cáribad, *m.*, a carriage ; **cáribad coitcionn**, a common or public car ; a tramcar.

Cárr, *m.*, a car.

Cártá, a card ; *plu.* **cártai**.

Cárit, a cart ; *plu.* **cártá**.

Cár, *v.*, turn, twist ; **cáraim**, I turn, twist.

Cárdaois, *f.*, complaint.

Cáróig, *f.*, a coat.

Cáthaoir, *f.*, a chair.

Cáthair, *v.*, winnow; cáthair, I winnow.

Cáthair, *f.*, a city.

Cáthair, temptation.

Cé, who.

Céadair, *m.*, a lesson.

Céaná, already, beforehand; usually followed by féin = céaná féin.

Céanáil, *v.*, tie; céanáil, I tie.

Céann, *m.*, head, roof of house, number of anything, as óa céann ealaí; *gen.* and *plu.* cinn.

Céannadair, *m.*, a purchaser, merchant.

Céannuis, *v.*, buy; céannuis, I buy.

Céar, *v.*, turn back; céaraim, I turn back.

Céaraim, a piece of bread and butter.

Céarig, *f.*, a hen.

Céarmhá, a smithy; *gen.* céarmhá; *dat.* céarmháin.

Céarig, *f.*, wrong.

Céart, right, just.

Céartuis, *v.*, correct; céartuis, I correct.

Céathair, four persons; four of anything.

Céir, *f.*, quay; *gen.* céir.

Céile, partner, husband or wife.

Céiméil, a clew or ball of yarn.

Céiméileadh, *dat. pl.*, tatters, small clothes.

Céirt, *f.*, a question.

Céirti, *v.*, question; céirti, I question.

Céol, *m.*, music; *gen.* céoil.

Céudair, a plough.

Céud, a hundred.

Céudna, the same.

Céudróimh, *f.*, first meal, breakfast.

Cí, *v.*, see; cím, I see; *past tense* connairc.

Cíaca, which.

Cíonn, in phrase, go cíonn, during, or to the end of. Takes *genitive* of following noun.

Cíos, *v.*, comb, card; cíosaim, I comb, card.

Císpín, a little stick.

Císteanaí, kitchen; *gen.* císteanaí.

Cílair, fence, earthen wall.

Cílampa, a small stack of turf.

Cíláp (I), *m.*, a board.

Cíláp (II), *m.*, a lid.

Cíláp (III), *m.*, a table.

Cláir buaile, a threshing board.

Cleamhá, a match.

Cleat, a wattle ; *plu.* **cleata**.

Cliab, *f.*, a creel, a basket ; *plu.* **cléibe**.

Cloc, *f.*, a stone ; *plu.* **clocá**.

Cloc-rpeile, a scythe stone, sharpening stone.

Cloichead, a ticket, passport ; *plu.* **cloicheada**.

Clog, clock, bell.

Cluiche, a game.

Cluin, *v.*, hear ; **cluinim**, I hear.

Clúdaig, *v.*, cover, wrap ; **clúdaigim**, I cover, wrap.

Cnáib, *f.*, hemp, tow ; *gen.* **cnáibe**.

Cnaipe, a button.

Cnitéáil, act of knitting.

Cnitéáil, *v.* knit ; **cnitéáilim**, I knit.

Cnoc, *m.*, a hill ; *gen.* **cnuic**.

Cnum, a worm ; *plu.* **cnúma**.

Cocéan, *m.*, straw.

Cooldaú, sleep.

Cooldaig, *v.*, sleep ; **cooldaigim**, I sleep.

Coigaint, act of chewing.

Coictígi, *f.*, a fortnight.

Cóimhíll, *v.*, fold ; **cóimhíllim**, I fold.

Comhionn, partnership.

Coinne, in phrase, *pá* **coinne**, for sake of, for service of. Takes *gen.* of following noun. *Ór coinne*, in front of, opposite to.

Coinneal, *f.*, a candle.

Cóirí, *f.*, a breeze of wind suitable for sailing purposes.

Coirce, oats.

Coirfe, kettle, cauldron.

Cóiríg, *v.*, dress, adjust, arrange, mend ; **cóirígim**, I dress, etc.

Coír, beside, near.

Coircéim, *f.*, a footstep, a pace.

Coirmeas, *v.*, bless ; **coirmeasaim**, I bless.

Comráid, comrade ; *plu.* **comráodá**.

Comárit, a mark, a sign.

Comáid, a coffin ; *gen.* **comában**.

Coméid, even, level.

Comhigrá, a neighbour ; *plu.* **comhigrána**.

Conall, a man's name ; *gen.* **Conaill**.

Concóban, a man's name ; *gen.* **Concóban**.

Connraid, *m.*, bargain, covenant.

Coimcán, a pot.

Coimráin, a corpse.

Coimráin, a reaping-hook.

Coimseáin, galloping.

Coim, f., foot, stem.

Coimse, *v.*, check, restrain: coimseim, I check, restrain.

Cóta, a coat.

Cóig, a handful.

Cóimé, clay, earth; *dat.* cóiméid.

Cóiméadair, f., clay, earth.

Cóimseadair, *m.*, faith; *gen.* cóimseadair.

Cóimseán, *v.*, finish, complete; cóimseán, I finish, complete.

Cóimseánach, finished, completed.

Cóimé, eye of an needle.

Cóimé, *v.*, hang; cóiméim, I hang.

Cóimseán, a “footing” of turf; a few turf standing on end.

Cóiméit, *v.*, shake; cóiméit, I shake.

Cóimom, *v.*, stoop; cóimom, I stoop. Applied to the act of doing anything, as cóimom ré ari obairi=he began to work.

Cóimomusádair or cóimomadair, a finger length.

Cóimadair, stack, rick.

Cóiminnisádair, gathering, assembly.

Cóiminnis, *v.*, collect, gather; cóiminnis, I collect.

Cuairt, *v.*, went.

Cuan, *m.*, a harbour; *gen.*, cuain.

Cuairt, *f.*, a visit, a circle.

Cuairtis, *v.*, search; cuairtis, I search.

Cuigainn, towards us.

Cuimheann, a field or division of land.

Cuir, *f.*, share.

Cuirteadair, company.

Cuig, to, towards.

Cúigear, five persons, five of anything.

Cuimil, *v.*, rub; cuimilim, I rub.

Cúinne, corner.

Cuir, *v.*, put, place, plant, set, etc.; cuirim, I put, etc.

Cuiteóig, *f.*, a worm; *gen.* and *plu.*, cuiteóga.

Cúl, back.

Cum, *v.*, shape, design, build; cumaim, I shape, etc.

Cumanglaí, narrowing, a narrow part.

Cumadair, *m.*, cover, envelope. Cumadacán is perhaps better for envelope.

Κύρτλα, a couple.
 Κύριαμας, careful.
 Κυράν, a cup.
 Κυρτά, put, planted.

Ταμπράσ, a dance; also ταμπρά.
 Ταμή, by (in swearing).
 Ταμία, second.
 Τεατζ, a sting.
 Τεατζάν, a knitting-needle.
 Τεατζίζ, *v.*, separate, select; Τεατζίζιμ, I separate, etc.
 Τέαν, *v.*, do, make; Τέαναίμ, I do, make, *past tense* μιννε.
 Τεατζ, real, true; Σο Τεατζέα, certainly.
 Τεατζ, *v.*, look, see; Τεατζάίμ, I look, see.
 Τεατζ, *v.*, redder; Τεατζάίμ, I redder; light (as a pipe).
 Τεατζ, pretty, *comp.*, νειρε.
 Τειμέατζ, shears (for shearing sheep).
 Τειμίν, certain; Σο Τειμίν, certainly.
 Τέιν, in phrase, ρά τέιν, to or towards, for (to fetch).
 Τειν, *v.*, say; Τεινίμ; I say; *p. t.*, Τυθατζίτ.
 Τειμεατζ, end.
 Τειμεαππάς, last; *plu.*, Τειμεαππάς.
 Τεατζ, right (hand).
 Τειτζίζ, difference, odds.
 Τεοά, *f.*, drink.
 Τία, *m.*, God; *gen.*, Τέ.
 Τία Σέλταοινε, Wednesday.
 Τία Τομνατζ, Sunday.
 Τία ήδοινε, Friday.
 Τίατζ, in phrases, ι Τίατζό, ιη μο Τίατζό, etc., after.
 Τίννειτ, *f.*, dinner; *gen.*, Τίννειτε.
 Τίοτ (I.), *v.*, sell; Τίοτάίμ, I sell.
 Τίοτ (II.), *v.*, pay; Τίοτάίμ, I pay.
 Τίμιζ, *v.*, straighten; Τίμιζίμ, I straighten.
 Τοσάτ, *m.*, loss, hurt, harm.
 Τόιτ (I.), way, means, repairs; τιν α' Τόιτ, an approving phrase.
 Τόιτ (II.), *v.*, burn; Τόιτίμ, I burn.
 Τοιμη, depth.
 Τόιτιτ, *v.*, pour, spill; Τόιτιτάίμ, I pour, spill.
 Τομνας, *m.*, Sunday, Sabbath; *gen.*, Τομνατζ.
 Τομναλ, *m.*, a man's name.
 Τονά, unfortunate.

Τοιράρ, *m.*, door; *plu.*, τοιράρε.

Τόμπαν, a handful.

Τοιριζ, τοιριζά, a line, a fishing line.

Τριάμα, drama.

Τριεάμ, *f.*, company, body.

Τριυιο, *v.*, shut, close, approach; τριυιοιμ, I shut, etc.

Τριυιμ, the back.

Τριθ, ink.

Τριθαίτ, *v.*, said.

Τριθάν, hook for catching fish.

Τρινε, *m.*, a person; *plu.*, τραοινε.

Τριτρί, a dozen.

Τριτ, a loop, a noose; *dat. plu.*, τριταιθ.

Εανδάς, *m.*, clothes, clothing; *gen.*, έανδαις.

Εαλλάς, *m.*, cattle; *gen.*, εαλλαις.

Εαρβαλ, *m.*, tail (pronounced ηυβαλ in Ulster and Connacht).

Εαριαίτ, error.

Εαριναιρ, έαριναιρ, earnest penny.

Εαρινας, *m.*, spring; *gen.*, εαριναις.

Εαρεμόισέαν, a "rickle," or thin wall of turf.

Εαρεύ, an eel; *gen.*, εαρεον.

Ειδίν, necessary, necessity.

Ειννεας, *m.*, anyone.

Ειριξ, *v.*, rise, arise, succeed (in phrase ΣΟ Ν-ΕΙΡΙΞΙΟ ΤΟ ΝΟΤΑΡΙ ΛΕΑΤ etc.); έιριξιμ, I arise, etc.

Ειτιοιλ, *v.*, fly; ειτιοιλαιμ, I fly.

Ειρτ, *v.*, listen; ειρτιμ, I listen.

Εόηνα, barley.

Φάς; *v.*, leave; φάγαιμ, I leave.

Φαλλράκτ, laziness.

Φάτ, reason, cause.

Φαίς, a stitch.

Φάιλτε, welcome, salutation.

Φαίρε, a wake.

Φαίρριζε, *f.*, the sea.

Φαίρρινς, wide, roomy.

Φάιρς, *v.*, press, tighten; φάιργιμ, I press, tighten

Φάιργέοιη, binder (not in spoken usage).

Φαν, *v.*, stay, wait; φαναιμ, I stay, wait.

Φεαθάρ, excellence; απ θεαθάρ, excellent.

Φεας, *v.*, bend, as the knees; φεασαιμ, I bend.

peasō, in phrase, aīt̄ peasō, during.

peas̄, m., grass, hay; gen., féir̄.

peas̄, m., a man; gen., fír̄.

peas̄ir̄, peas̄ir̄oe, better; a b'peas̄ir̄=which were better.

peas̄t̄ainn, f., rain; gen., peas̄t̄ainne.

peas̄t̄air̄, f., a spindle; gen., peas̄t̄air̄oe.

peic, v., see; peicim, I see.

peicéamhnaib̄, dat. pl., debtors, trespassers.

peitoir̄, possible.

peile, feast, festival; contracted to 'éile and 'le, as Lá 'éile Íánuair̄.

peicéam, waiting for, state of expectancy.

peuc, see; peucam, I see; means *try* in phrase peuc leir̄!

peac̄a, debts, trespasses.

peaffhuīg, v., ask, inquire; peaffhuīgim, I ask, inquire.

peac̄e, twenty.

peill, v., return; peillim, I return; peill in Donegal.

peor, knowledge; gen., peas̄ra; cuih peor aīt̄ an t-áthair̄=send for the priest.

peas̄t̄, f., feast.

peiūc, v., wet; peiūcam, I wet.

peiūc, wet.

peocal, m., word; plu., pocta.

peogluim, act of learning.

peóil, in phrase, go peóil, yet, still.

peó, sod, furrow.

peonn, desire.

peor, also; often peora in Donegal.

peoráil, v., open; peoráilim, I open.

peas̄oī, m., heather; gen., peas̄oīc; cearda peas̄oīc, grouse.

peas̄dair̄, v., reply; peas̄dair̄im, I reply.

peas̄dair̄a, reply; plu., peas̄dair̄e.

peac̄t̄, m., cold.

peas̄áil, act of sewing.

peas̄i, v., found, got.

peas̄lair̄, act of cooling.

peas̄leac̄, leavings, dregs.

peas̄fínn, I would leave: *condl.* of páis.

peinneos̄, f., window, plu., peinneoga.

peipeann, f., company, boat's crew; peipeann cártaí, pack of cards.

peiprīg, v., harrow; peiprīgim, I harrow.

peir̄, in phrase, i ðeir̄, hither, on this side.

Go, *v.*, go ; Goibim, I go.

Goib, *m.*, a blacksmith.

Goibáil, in phrase, Goibáil céolt, singing.

Goibáir, cabáir, cabbage.

Goib, a fork, gráip ; *gen.*, Goible.

Go, a with.

Goibh, *m.*, dog, hound ; *plu.*, Goibair or Goibh ; *dat. plu.*, Goibhail

Goibte, caught.

Goimh, *f.*, sand.

Goimhre, act of laughing.

Goim, a laugh.

Goimanta, grand.

Goimnáic, soap.

Goim, *m.*, a calf ; *dat. plu.*, Goimnaib.

Goib, rough.

Goibán, a species of fish ; *plu.*, Goibána.

Goibh, Goibhail, garden.

Goib, a stalk.

Goib, quick, active ; *comp.*, Goimte.

Goib, *m.*, a boy-child, a lad.

Goim, *f.*, the moon ; *gen.*, Goimse.

Goib, *v.*, promise ; Goibaim, I promise ; *and* Goib (=máth Goib), because, in order, máth Goib, because, on account.

Goibmáin, Germany.

Goib (I), *v.*, cut ; Goibhaim, I cut.

Goib (II), short, also medium, as Goibh-éailín, a growing girl.
Goibh-éailín, a fair share.

Goibhfiadó, a hare.

Goib, *v.*, get ; Goibim, I get ; *p. t.*, Goibim ; *fut.*, Goibhail.

Goib, *m.*, gilly, servant ; *plu.*, Goiblai.

Goibán, a sock ; *plu.*, Goibán.

Goib, a bit.

Goibreac, *f.*, a girl-child, a little girl.

Goibair, *f.*, fir ; *gen.*, Goibair.

Goib, *v.*, take ; Goibaim, I take.

Goib, *v.*, clean ; Goibaim, I clean.

Goib, dress, adjust, arrange ; Goibaim, I dress, etc.

Goib, glass.

Goibair, *v.*, go, repair ; Goibhaim, I go, repair.

Goib, *f.*, knee ; *plu.*, Goib.

Goib, usual, customary.

Goib, *v.*, do, make ; Goib, I do, make.

Guir, *v.*, pray : Guirfim, I pray.

Sniom, act.

Snó, work, business ; *plu.*, Snóta (Snríte is the form of the word used in the north).

Sopt, *m.*, a field.

Spiinne, female name.

Spártá, grace.

Spiéann, *m.*, amusement ; *gen.*, Spáinn.

Spiem, *f.*, a bite, a hold.

Spióraé, live embers of fire (in the mass).

Squala, *f.*, shoulder ; *gen.*, Squalann ; *dut.*, Squalainn.

Suil, *v.*, boil ; Guilim, I boil.

Suigt, salty, preserved.

Sunna, a gun ; *plu.*, Sunnas.

1aipp, *v.*, ask ; 1aippaim, I ask.

1aippaéct, *m.*, an effort.

1aippaéct, act of lending or borrowing ; loan.

1aippaipreáct, act of fishing ; *gen.*, 1aippaipreácta.

1míp, *v.*, play ; 1mípm, I play.

1mípit, act of playing.

1míteáct, act of departure.

1mítié, *v.*, depart ; 1mítiéim, I depart.

1nóé, yesterday.

1nóriú, to-day.

1ngéan, *f.*, daughter.

1nnip, *v.*, tell, relate ; 1nnipaim, I tell, relate.

1omáipie, a ridge ; *plu.*, 1omáipí.

1oméip, *v.*, carry, bear ; 1oméipaim, 1oméipaim, I carry, bear.

1ompiam, *v.*, row, sail ; 1ompiam, I row, sail.

1oc-uipre, healing liquid, sheep-dip.

1orá, Jesus.

1real, low, lowly.

1t, *v.*, eat ; changed to 1ot—in future and conditional.

1tte, eaten.

1típ, surface of land ; arable soil.

1abaim, *v.*, speak ; 1abhamaim, I speak.

1aeteamáit, daily.

1airdin, *f.*, Latin.

1ám, *f.*, hand ; *plu.*, 1áma.

láṁaīš, *v.*, shoot ; láṁaīšim, I shoot.

láṁc̄iann, handle of a flail ; *dat. plu.*, láṁc̄iannaiš.

lán (I.), full.

lán (II.), *m.*, a full complement, as a lán ḡhinn, meaning much amusement.

lápt, middle, midst,

lár, *v.*, light ; láraim, I light.

lárán, lárógs, a match.

lárta, a boat-load.

lárjs, a whip.

láčaīp, in phrase, i láčaīp, present.

leab̄a, leab̄aiō, bed ; *gen.*, leapt̄a ; *plu.*, leapt̄aċa.

leab̄ap, *m.*, a book.

leaḡ, *v.*, throw down, cast ; leaḡaim, I throw, cast.

lean, *v.*, follow, pursue ; leanaim, I follow, pursue.

leanb̄, *m.*, a child ; *gen.*, leinb̄.

leap, the sea.

leap̄, welfare, improvement ; leap̄-faith̄ge, seaweed used as manure

leat̄, *v.*, spread ; leat̄aim, I spread.

leat̄aċ, *m.*, a species of seaweed ; *gen.*, leat̄aīš.

leat̄-ċorjóin, a half-crown.

leat̄taob̄, *f.*, one side.

leat̄t̄rioiš, a half-foot.

leat̄uaīp, *f.*, a half-hour ; *gen.*, leat̄uaīp̄e.

léig, *v.*, read ; léigim, I read.

léig, *v.*, let, allow ; leiḡim, I let, allow.

léine, a shirt.

léip, in phrase, go léip, all.

leit̄, in phrase, a leit̄, apart, hither.

leit̄ipeannan, Letterkenny.

leóip, in phrase, go leóip, enough.

lion, *v.*, fill ; lionaim, I fill ; lionaim amac̄, I pour out.

lionn, ale, beer ; *gen.*, leanna.

lionta, filled.

lit̄ip, *f.*, a letter.

loēt̄, a fault.

loēta, a loft.

lom̄, *v.*, make bare, pare, shear (as sheep) ; lom̄aim, I make bare. etc.

lom̄aō, act of making bare, shearing, etc.

lofariō, *f.*, a basket in which potatoes are served at dinner.

luaiō, *f.*, lead ; *gen.*, luaiōe ; peann luaiōe=a lead pencil.

Luaitheadó, ashes (collectively).

Luat, in phrase, go Luat, early.

Lúb, a loop, a stitch.

Luigé, less.

Luig, v., lie; Luigim, I lie.

Luigé, act of lying.

Máic, m., son; gen., mic; plu., mic or meic.

Márá, the trump at cards.

Máordó, m., a dog.

Máordé, a stick.

Máordin, f., morning; gen., máordone.

Mála, a bag; málin, a little bag, poke.

Máinte, a dress.

Máire, Mary.

Máirgeadó (=má rgeadó), if it be, well then.

Máirtítheadó, a churning.

Máit, v., forgive; máitím, I forgive.

Maoilisí, f., a hornless cow.

Máirb, m., a dead person; plu., máirbá.

Máirb, v., kill; máirbáim, I kill; becomes muirb—in future and conditional.

Máirgadó, m., market.

Máitair, f., mother.

Meadóthá, female name.

Meathón-læ, midday, noon.

Meathón-oiróce, midnight.

Mear, v., think, judge, esteem; meáram, I think, etc.

Mearg, v., mix, stir; meárgaim, I mix, stir.

Méiro, amount, quantity.

Méiríthead, merry, elated.

Meilt, act of grinding.

Meitheal, a "factory"; a number of people collected to do a special job of work.

Meu, amount; cá meu? how much?

Meu, finger.

Miair, f., a dish.

Micéalt, Michael; gen., micéil.

Milreán, sweets, jam.

Milip, sweet to taste.

Mín, f., meal; gen., mine.

Mín, fine.

Mín-a'-leice, place name.

Mírve, worse.

Mírte, fit time, due time.

Moč, so moč, early.

Močuīr, springing, in calf.

Moill, delay.

Móin, turf (collectively); *gen.*, móna.

Mol, *v.*, praise; *molaim*, I praise.

Móráin, much, many.

Močuīg, *v.*, notice, feel, perceive; *močuīgim*, I notice, etc.

Muc, *f.*, a pig; *dat. plu.*, mucaib.

Muileann, *m.*, mill; *gen.*, muilinn.

Muillteoir, *m.*, miller.

Muineál, a neck.

Múinteoir, friendly, related.

Múinteóir, *m.*, a teacher.

Muirne, *f.*, the Virgin Mary.

Múnaó, instruction, education, breeding.

Muigdail, *v.*, awake; *muigdaim*, I awake.

Naomh, *v.*, make holy, hallow; *naomhaim*, I hallow.

Náipe, shame.

Neas, a nest.

Neamh, *f.*, heaven.

Niğ, *v.*, wash; *niğim*, I wash.

Niğte, washed.

Obair, *f.*, work; *gen.*, oibhre.

Oibhriğ, *v.*, work; *oibhriğim*, I work.

Oiróche, *f.*, night.

Óige, youth.

Oiriseáctar, *m.*, assembly, convention, the annual literary festival of the Gaelic League.

Oiriseas, amount, as much as.

Oirineir, *oirileir*, implements of any kind.

Oirítear, the day following to-morrow.

Oifig, office.

Ól, *v.*, drink; *ólam*, I drink.

Ólann, *f.*, wool; *gen.*, olna.

Olc, evil.

οίλα, oil.

όρθουσάν, order, ordering, arrangement.

όρθουσάς, *v.*, order, command ; ορθουισάμ, I order, command.

ράσα, a pack (of cards).

ραινό, vulgar form of ράνηδις.

ραινόρι, *pater*, prayer ; *plu.*, ραινηδέα.

ραινόρι ράιτεας, the Rosary ; called also Σορόιν τίμιαρι.

ράιρέαρ, *m.*, paper.

ράιρις, *f.*, a grass field ; *gen.*, ράιρις.

ράιρος, *m.*, a child.

ράιριν, a parlour, room.

ράιτάν, a crab.

ρελασάς, *m.*, a sinner ; *plu.*, ρελασις.

ρελαρ, Peter.

ρελαν, *m.*, pen.

ρέιρε, a pair.

ριγίν, a “piggin,” a wooden vessel with one handle.

ριγίνν, *f.*, a penny ; *gen.* and *plu.*, ριγνε.

ριτέιρ, a bullet ; μιν-ριτέιρι, small-shot.

ριοβαίρι, *m.*, piper.

ριος, *v.*, pick, select ; ριοσάμ, I pick, select.

ρίορδ, a pipe.

ριαννοα, a plant.

ριύρ, flour ; *gen.*, ριύιρ.

ριοβάτ, public, congregation ; hence τεάς ριοβάτ, a church or chapel.

ρόσα, pocket.

ροττ, *m.*, hole ; *gen.* and *plu.*, ρυττ ; *dat. plu.*, ροτταϊθ.

ροττ-ρεαταις, smoke-hole, chimney.

ρόνα, pound (for cattle).

ρογτ, a port or landing stage, a railway station.

ρογτάς, a bog in which turf are cut ; *gen.*, ρογταις.

ρόγ, *v.*, marry : ρόγαμ, I marry.

ρόγραθ, marriage ; *gen.*, ρόγρα.

ρογτ, post, post office ; *gen.*, ρυιγτ.

ροττα, a pot.

ρηεαθ, a jump ; the action involved in digging a spadeful ; hence a spadeful.

ριέατα, potatoe ; *plu.*, ριέαται.

ρύναρ, *m.*, powder.

ρυντα, a pound, pounds.

ρυτός, *f.*, a pudding, entrail ; *plu.*, ρυτόςα.

Ráctaró, *v.*, will go.

Rátó, *v.*, to say.

Rám or maroie páim, an oar; *plu.*, páim.

Rán, a spade; *gen.*, páine.

Rang, *m.*, a class.

Réró, finished, completed, ready.

Reamhrí, thick, stout.

Rideáluig, *v.*, riddle sift.

Rinnce, act of dancing.

Rinne, *v.*, did, made.

Rit, act of running; rit an lae=during the day.

Róilig, *f.*, a graveyard.

Rollág, *f.*, "rowin" of wool; wool rolled up for spinning; *plu.*, rollág.

Rómair, *v.*, delve; rómairim, I delve.

Rómairte, rómairte, delved.

Ruaim, a fishing line.

Ruo, a thing; *plu.*, ruas.

Rug, *v.*, bore, gave birth to.

Sagart, *m.*, a priest.

Saitteáó, act of salting. preserving.

Saillte, salted, cured.

Sáit (I.), satiety, sufficiency.

Sáit (II.), *v.*, thrust; ráitím, I thrust.

Sál (I.), *f.*, the heel; *gen.*, rála.

Sál (II.), a beam; *plu.*, rála.

Sálann, salt.

Sám, peaceful, quiet.

Sámpaó, *m.*, summer.

Saojáil, *m.*, the world, life.

Saojí (I.), *v.*, free; ráoraim, I free, liberate.

Saojí (II.), *m.*, an artizan, as ráorí báó, ráorí cloch, etc.

Saojári, *m.*, labour, effort.

Sártá, satisfied.

Seacján, straying.

Seacjtáin, *f.*, week; *gen.*, rseacjtáine.

Seasó, it is.

Seasán, John.

Sealjárieadcét, hunting.

Sealjáriene, *m.*, a hunter.

Seampóis, shamrock ; *gen.* and *plu.*, *reampóis*.

Seancár, conversation.

Seanmóir, *f.*, a sermon.

Searfaim or *rearfuis*, *v.*, stand ; *rearfuisim*, I stand (*rearf* and *arfaim* are also in use).

Searfam, act of standing.

Séir, *v.*, blow ; *réirim*, I blow.

Séipéal, a chapel.

Séipre, supper.

Seirmeadach, a plough.

Seól, *m.*, a sail ; *plu.*, *reóitá*.

Seólád, address, superscription.

Seomra, a room ; *plu.*, *reomraí*.

Seumair, James.

Sgairt, *v.*, call, shout ; *rgairtím*, I call, shout.

Sgárdán, *m.*, a herring ; *gen.* and *plu.*, *rgárdáin*.

Sgámall, cloud, mist.

Sgaoil, *v.*, loosen, untie ; *rgaoilim*, I loosen, etc.

Sgáp, *v.*, scatter, disperse ; *rgapaim*, I scatter, disperse.

Sgáttán, *m.*, a looking-glass.

Sgéala, tidings, a message.

Sgian, *f.*, a knife ; *plu.*, *rgéana*.

Sgilling, *f.*, a shilling ; *gen.*, *rgillinge*.

Sgioból, a barn ; *gen.*, *rgiobóil*.

Sgoilt, *v.*, split, crack ; *rgoiltim*, I split, etc.

Sgoilteán, a split potatoe for planting ; *plu.*, *rgoilteáin*.

Sgórnaidh, the windpipe ; *plu.*, *rgórnaidh*.

Sgrád, the grassy surface of soil pared off thin for roofing houses, covering potatoes, etc. ; *plu.*, *rgráda*.

Sgríbhint, *rgriobhád*, act of writing.

Sgríobh, *v.*, write ; *rgriobhaim*, I write.

Sgríúthuis, *v.*, examine ; *rgriúthuisim*, I examine ; *mionrgriúthuisim*. I examine closely.

Sguab, *v.*, sweep, brush ; *rguabaim*, I sweep, etc.

Síle, woman's name.

Sín, *v.*, stretch ; *réinim*, I stretch.

Sioltéad, act of straining, sifting.

Sioltéán, a strainer.

Síubal, *v.*, a walk ; *riúbhlaim*, I walk.

Síubal, act of walking.

Síubán, Susan.

Síúcra, sugar.

Slágoán, a cold.

Slán, well, healthy.

Slat, *f.*, a rod.

Sléágan, *m.*, a turf spade ; *gen.*, ríleágan.

Sléamain, smooth, plane.

Sliað, *m.*, a mountain ; *gen.*, ríleíð.

Slíogán, a shell-fish ; *plu.*, ríliogán.

Slugad, slugs.

Smut, a protuberance, a bit.

Snáð, thread.

Snáðar, *f.*, a needle.

Sníomh, *v.*, spin ; ríniomhaim. I spin.

Sníomh, act of spinning.

Socairí, quiet, gentle.

Socrais, *v.*, settle, adjust, arrange ; ríocraisim, I settle, adjust.

Sodair, act of trotting.

Soribhíg, *v.*, prosper ; ríoribhígim, I prosper.

Sorchead, a vessel ; *gen.* and *plu.*, ríoríche.

Son, in phrase, aif ron, for sake of, in lieu of.

Sópá, soap.

Sopós, a wisp, a sheaf.

Sorica, a woman's name.

Spáir, a spade.

Spán, ríponós, a spoon.

Speal, *f.*, a scythe ; *gen.*, rípeile ; *dat.*, rípeil.

Spealaodóirí, *m.*, a mower.

Spéair, the sky.

Spiorad náomh, the Holy Ghost ; *gen.*, Spíoraito náomh.

Splanc, a lighted ember.

Sprié, a dowry.

Spriéir, *v.*, spread ; rípriéirím, I spread.

Spuinr, a sponge.

Spáir, *f.*, a street.

Spáit, *f.*, a swathe, a layer ; *gen.*, ríspáit.

Spian, a bridle, rein.

Spioc, *v.*, reach, arrive at ; rípiocim, I reach.

Stair, a stair ; *plu.*, rístair.

Steall, a "pour" of any liquid.

Stiúir, the rudder of a boat.

Stiúrhusig, *v.*, steer, guide, direct ; rístiúrhusigim, I steer, etc. (rístiúrhusig and rístiúrhusim are also used).

Stocaróe, stockings.

Συάιč, *v.*, mix, tease ; ηυάιčιμ, I mix, tease.

Συιό, *v.*, sit ; ηυιόιμ, I sit.

Συιόε, act of sitting.

Συιόεαčán, a seat.

Σύιλ, *f.*, an eye ; *plu.*, ηύιλε.

Συιρέάη, supper.

Σύιρτε, a flail.

Συι, before.

Ταθαιρ, *v.*, give ; ηαθηαιμ, I give ; *past tense*, ηυς.

Ταύζ, man's name.

Ταε, tea ; also spelled τέα.

Τάινις, *v.* came.

Ταιηδ, *v.*, offer ; ηαιηδιμ, I offer.

Ταιηδιντ, ταιηδιριν, act of offering.

Ταιηζε, in phrase, η ηαιηζιό, aside (to put) away.

Τάιτεόιρ, *m.*, a potatoe picker.

Ταιτιν, ταιτηις, *v.* suit, please ; ηαιτηιςιμ, I suit, please.

Ταλαṁ, *m.*, ground, land.

Ταοθ, *f.*, side.

Ταοм, *v.*, pour, "teem" ; ηαομαιμ, I pour.

Ταραιό, quick, active.

Ταριμ, over me.

Τάρη, tar.

Ταρηιαις, *v.*, draw, pull ; ηαρηιαιςιμ, I draw, pull.

Ταρηιαιτ, act of drawing.

Ταριτ, thirst.

Ταριτ, round about.

Τεαč, *m.*, a house.

Τεαlliάč, *m.*, a hearth.

Τεαmpoll, *m.*, a church ; άρτο-τεαmpoll, a cathedral.

Τεαрtuiς, *v.*, want, need, require ; always followed by the preposition ó or some of its compounds ; we cannot say τεαрtuiςim, unless I am wanted by somebody else, as τεαрtuiςim ó Σεαgán.

Τέιт, *v.*, go ; τέιтiм, I go ; *past tense* ηυαtio ; *dependent past*, ηεačatú ; *future*, ηαčató.

Τειл, *v.*, throw, cast down ; τειлiм, I throw, etc.

Τεiне, *f.*, fire ; *gen.*, τεiнеaó ; *dat.*, τεiниó.

Τεič, *v.*, flee, retreat ; τεičiм, I flee, retreat.

Τi, in phrase, ηο ηi, unto, until.

Τiг. *v..* come ; τiгiм, I come ; *past tense*, ηάiнiς ; *future*, τiocpaió.

Τιξεάμινα, *m.*, a lord.

Τιμέαλλ, about or around.

Τιμέιρεαct, service, small turns of work; *gen.*, τιμέιρεαcta

Τιομάin, *v.*, drive; τιομάinim, I drive.

Τιοντυιξ, *v.*, turn; τιοντυιξim, I turn.

Τιοντυιξtē, turned, twisted.

Τιuξ, thick, plentiful.

Τοbac, tobacco.

Τοbán, a tub.

Τοcμaιr, *v.*, wind; τοcμaιrim, I wind.

Τοξ, *v.*, choose, select; τοξaim, I choose, select.

Τόξ, τόιξ, *v.*, lift, raise, erect; τόξaim, I lift, etc.

Τόξbáil, act of lifting, etc.

Τοιl, *f.*, will; *gen.*, τοιa.

Τόin, *f.*, bottom.

Τόiη, *f.*, pursuit, chase.

Τοιμόealbác, man's name.

Τοιμiξ, *v.*, begin, commence; τοιμiξim, I begin, commence.

Τοiτ, *f.*, smoke, a smoke.

Τοmair, *v.*, measure; τοmairim, I measure.

Τonna, a ton.

Τόμaō, a funeral.

Τόμaō, fruit.

Τορo, silence.

Τηaen, train.

Τηáiξ, *f.*, a strand.

Τηaocáō, the ebb tide, the sea.

Τηát, time, occasion.

Τηátñóna, evening.

Τηeab, *v.*, plough; τηeabaim, I plough (τηeabuix and τηeabuixim also used).

Τηeabáō, act of ploughing.

Τηeabte, ploughed.

Τié n-a cēile, through one and other, topsy turvy.

Τηiomiξ, *v.*, dry; τηiomiξim, I dry.

Τηiomiξaō, act of drying.

Τηiúj, *m.*, three persons; three of anything.

Τηoiξ, *f.*, a foot, twelve inches.

Τηurzán, goods, chattels, furniture.

Τuačal, man's name; *gen.*, Τuačaīl.

Τubáile, a towel.

Τuξ, *v.*, gave.

Τυίς, *v.*, understand ; τυίγιμ, I understand.

Τυίγε, thatch.

Τυίγ्तεόιρ, *m.*, a thatcher.

Τυίλε, a flood.

Τυίλεαό, more, a further number or quantity.

Τυίπλινγ, *v.*, descend, alight ; τυίπλινγιμ, I descend, alight.

Τύιψν, a spinning-wheel.

Τυίψρε, weariness, fatigue.

Τυίψρεάć, wearied, tired.

Τύμ, *v.*, dip ; τυμάιμ, I dip.

Τύρ, αή οτύρ, beginning.

ԱՃԵՏՃԻ (I.), *m.* the surface, the top.

ԱՃԵՏՃԻ (II.), *m.*, cream.

ԱՃՏ, *f.*, a grave.

ԱԾԻՐ, *f.*, an hour.

ԱՃՐԱՏ, noble ; *plu.*, ԱՃՐԱԼԵ.

ԱՃՏ, the breast.

ԱՃՏԱՄ, *v.*, harness ; ԱՃՏԱԼԻՄ, ԱՃՏԱԿԻՄ, I harness.

ԱՃՏԱՄ, *m.*, harness.

ԱՅԼԻԾ, all (= ԱՅԼԵ).

ԱՐԱՆԵԱՐ (properly ԱՐԱԼԵԱՐ), implements of any kind.

ԱՐՋԵ, *m.*, water.

ԱՐՋԵ-ՅԵԱՃԱ, whiskey.

ԱՅԼԱՅ, ready, prepared.

'Ան, a contraction for շւմ or Յօ՛ւմ, to or towards. 'Ան, like շւմ, always takes the noun following in the genitive.

ԱՅԼԱՐ, *m.*, floor ; *plu.*, ԱՅԼԱՐԻ.

ԱՅԼԱՐԵ, prayer ; *plu.*, ԱՅԼԱՐԻՃԵ.

ԱՅԼԱՐԵ, act of praying.

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